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ABSTRACT

Selected program evaluations through the GENeric Evaluation SYStem (GENESYS) of the Austin (Texas) Independent School District are reviewed. GENESYS, implemented in 1988-89, consists basically of a database methodology assessing the school system's longitudinal databases and a set of computer programs using the Statistical Analysis System (SAS) to generate output on several variables for designated programs. In its second year, 1989-90, GENESYS included a wide variety of elementary school, secondary school, and kindergarten through grade 12 programs. Information on specified groups of students gathered through GENESYS concerns the following variables: student characteristics; achievement; attendance; discipline; grades/credits; dropouts; and retainees. In this report, GENESYS information is provided for: (1) bilingual and English-as-a-Second-Language programs at all grades; (2) Teach and Reach supplementary reading and mathematics instruction in elementary grades; (3) the AIM High elementary gifted and talented program; (4) the Liberal Arts Academy for public middle/junior high gifted and talented students; (5) the Kealing Magnet School for high achievers in mathematics and science; and (6) the Secondary Honors Program. Eight evaluation summaries are presented in table form. Nine attachments provide operational details for GENESYS. (SLD)

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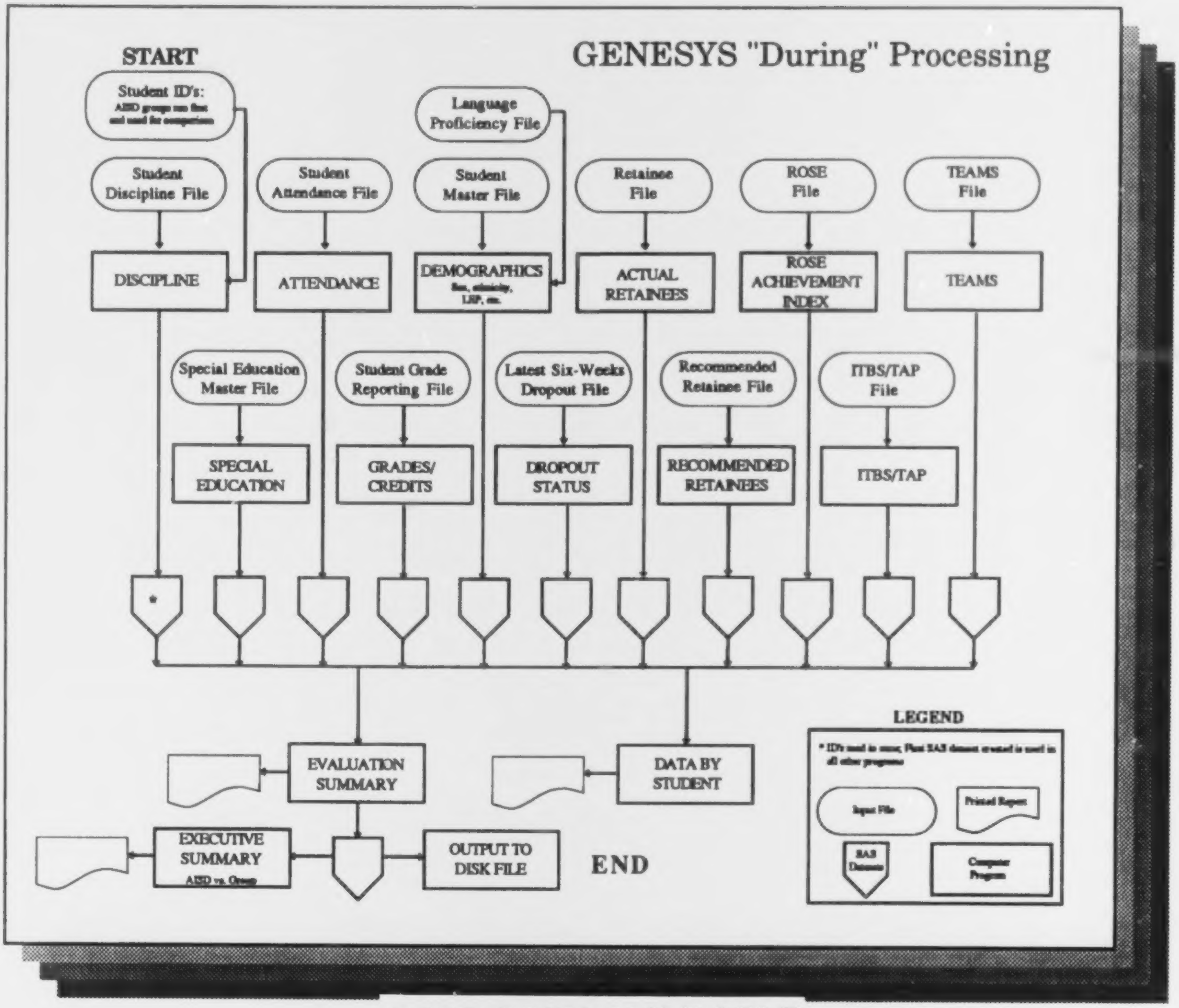
GENESYS 1989-90:
Selected Program Evaluations


START
GENESYS "During" Processing
Student ID's: AISD groups run first and used for comparison
Language Proficiency File
Student Discipline File
Student Attendance File
Student Master File
Retainee File
ROSE File
TEAMS File
DISCIPLINE
ATTENDANCE
DEMOGRAPHICS Sex, ethnicity, LEP, etc.
ACTUAL RETAINEES
ROSE ACHIEVEMENT INDEX
TEAMS
Special Education Master File
Student Grade Reporting File
Latest Six-Weeks Dropout File
Recommended Retainee File
ITBS/TAP File
SPECIAL EDUCATION
GRADES/ CREDITS
DROPOUT STATUS
RECOMMENDED RETAINEES
ITBS/TAP
*
EVALUATION SUMMARY
DATA BY STUDENT
EXECUTIVE SUMMARY AISD vs. Group
OUTPUT TO DISK FILE
END
LEGEND
* ID's used in merge; First SAS dataset created is used in all other programs
Input File
Printed Report
SAS Datasets
Computer Program

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July, 1990

GENESYS 1989-90:
Selected Program Evaluations
EXECUTIVE SUMMARY

AUTHOR: David Wilkinson

GENESYS Groups

GENESYS included a wide variety of elementary, secondary, and K-12 programs in its second year. Students were served in 1989-90 unless otherwise noted. Groups included in this final report are starred; the rest are discussed in other reports as referenced in Figure 1.

K-12

- * Bilingual/ESL
- PAL
- CIS
- Project Mentor

Elementary

- * Teach and Reach
- * AIM High
- DARE, 1987-88

Secondary

- * Liberal Arts Academy
- * Kealing Magnet
- Science Academy—NSF Grant
- Sixth Graders—1989-90, 1988-89, 1987-88
- TAP
- AIP
- Title VII
- Project GRAD
- CVAE
- PEAK
- Alternative Learning Center
- Zenith
- Johnston Computer Lab
- Evening School
- Teenage Parent Progress
- Johnston Dropout Recovery
- Crockett Project Touch
- Martin Initiative
- Academic Decathlon
- * Secondary Honors Program
- Johnston Renaissance
- Robbins Secondary School

GENESYS Description

GENESYS is a GENeric Evaluation SYStem.

GENESYS is a method of streamlining data collection and evaluation through use of computer technology. From year one in 1973, the Office of Research and Evaluation (ORE) has been challenged to evaluate a multitude of contrasting programs with limited resources. By standardizing methods and information provided, GENESYS makes it possible to evaluate a much larger number and variety of programs than would ordinarily be possible. GENESYS gathers and reports the following standard information on specified groups of students:

- Student characteristics
- Achievement
- Attendance
- Discipline
- Grades/credits
- Dropouts
- Retainees

GENESYS can be run for any group of students identifiable through a computer file. Most of the groups included this second year were for students served in 1989-90; some were followups of groups served in 1987-88. A complete listing is shown in the left-hand column of this page. Selected programs of interest are included in this report. They provide a good sampler of the capabilities of GENESYS. References to other reports which incorporate GENESYS data are provided as well.

89.30

GENESYS 1989-90: SELECTED PROGRAM EVALUATIONS

TABLE OF CONTENTS

Introduction. 1-10
    What is GENESYS? Why is it needed?. 1
    How does GENESYS work? 2
    What does GENESYS provide? 2
    What is needed to run GENESYS? 3
    What programs are included in GENESYS? 3
    What enhancements have been made to GENESYS in 1989-90? 6
    What challenges remain, and what is planned for the future?. . . . . ~~7~~ 8
    Summary. 10
    References 11
    What are GENESYS results for programs? 12
        Liberal Arts Academy at Johnston. 12-16
        Kealing Magnet School 17-21
        Bilingual/ESL Programs. 22-32
        Teach and Reach 33-40
        AIM High. 41-45
        Secondary Honors Program. 46-53
    Attachment 1: GENESYS Definitions--Program Summary. . 54-58
    Attachment 2: Sample GENESYS Printout for Data . . . . . by Students 59
    Attachment 3: Flow Charts 60-62

Attachment 4: Cross-Program Comparison Charts, Fall, 1989. 63-67

Attachment 5: Cross-Program Comparison Charts, Spring, 1990 (through June) 68-97

Attachment 6: Crosstabulation Tables. 98-99

Attachment 7: Requirements for GENESYS Data Files . .100-101

Attachment 8: Ideas for GENESYS Enhancements. 102

Attachment 9: Evaluation Summaries for AISD 103-105

GENESYS 1989-90: SELECTED PROGRAM EVALUATIONS

The idea of a generic evaluation system has been conceptualized and reconceptualized for years. In 1989, the shrinkage of staff resources, the growth in information needs, and improvements in technical capabilities combined to permit the creation of GENESYS in concrete form. The 1989-90 school year is the second year of GENESYS implementation. Readers interested in more information about the development and implementation of GENESYS in its first year, 1988-89, are urged to consult the reports listed in the reference section.

WHAT IS GENESYS? WHY IS IT NEEDED?

GENESYS is ORE's **GEN**eric **E**valuation **SYS**tem. Broadly speaking, GENESYS is:

- A method of streamlining data collection and evaluation for a wide variety of projects,
- A means to gather and report a great deal of information on the characteristics and outcomes for particular groups of students,
- A mechanism to evaluate a multitude of contrasting programs with limited resources--especially limited time,
- A way to provide valuable outcome information on more programs than would ordinarily be possible given limited evaluation resources,
- A method for responding to the challenge of requests for last-minute, instant program evaluation information,
- A way that program staff, administrators, and members of the Board of Trustees can obtain information on the progress of students involved in particular programs or innovations which would otherwise be unavailable because of scant evaluation resources,
- A way that evaluation staff for various projects can obtain standard information for various programs, thus allowing comparisons across projects as well as freeing up staff time to do more sophisticated analyses for areas not covered sufficiently by GENESYS, and
- A means to uncover trends or interesting findings on projects that bear delving into more thoroughly.

Specifically, GENESYS is:

- A data-base methodology accessing the school system's available longitudinal data bases, and
- A set of computer programs utilizing the Statistical Analysis System (SAS) which have been written and linked to generate standard output on a number of variables for designated programs.

One limitation of GENESYS is that it may not provide everything a user wants in the exact form desired. It also reports the same information for each program. Users must exercise their own judgment about which variables are the best measures of success for their program. Other limitations of using GENESYS are elaborated in full in two ORE publications, 88.40 and 88.36 (see reference list).

HOW DOES GENESYS WORK? WHAT DOES GENESYS PROVIDE?

Given a file of the student identification numbers of those students involved in a program, group, or innovation, GENESYS will provide outcome information for the following variables:

> **GROUP CHARACTERISTICS:** Number served by grade, ethnicity, sex, low income, LEP, overage for grade, special education, gifted and talented;
>
> **1989-90 ACHIEVEMENT RESULTS BY GRADE:** ITBS, TAP, TEAMS and 1988-89 to 1989-90 ROSE regression trend information;
>
> **ATTENDANCE, DISCIPLINE, GRADES/CREDITS:** 1988-89 and 1989-90 (four semesters); and
>
> **DROPOUTS AND RETAINEES:** Dropouts as of the end of the fifth sixth weeks and potential retainees as of the end of May, 1990 (actual retainees and dropouts as of the end of the 1989-90 school year to be updated in fall, 1990).

Specific definitions for each of these variables are included in Attachment 1. The user is advised to read and refer to the definitions provided to assure correct interpretation of the data.

For each group, three types of sheets are produced.

> **THE GENESYS EVALUATION SUMMARY** summarizes information on the group's overall performance on all variables.
>
> **THE EXECUTIVE SUMMARY** summarizes findings in more narrative form and compares the program's data to relevant comparison groups. On most variables, comparison is to the AISD average for the appropriate grade span--AISD elementary, middle/junior high, or senior high students. Attachment 1 provides additional information about GENESYS comparisons.
>
> **GENESYS DATA BY STUDENT** provides a listing of this information by student (as applicable) to allow a specific review of student attainment and characteristics (Attachment 2).

A brief program description is also supplied by program or evaluation staff. The sections which follow show sample program descriptions, and evaluation and executive summaries.

Two optional printouts were added to GENESYS in 1989-90.

> **CROSS-PROGRAM COMPARISON CHARTS** provide a summary of statistics across multiple programs designated by the user.
>
> **TWO-WAY CROSSTABULATION TABLES** provide a greater level of detail about selected variables than that provided in the evaluation summary.

WHAT IS NEEDED TO RUN GENESYS?

GENESYS needs a file of student identification numbers for the program or group which is to be studied before it can be run. Gathering this information is the responsibility of the program or evaluation staff requesting the information. Student names and identification numbers can be provided as a list, on a computer disk, or as a description of critical location information on AISD computer files (such as a school and grade list or a course number). Staff must decide whether they want to include all students served for any length of time by a program, those in as of a particular date, or those served a certain length of time (e.g., over three months). This choice should be communicated to ORE with the list. In addition, staff are asked to provide a brief program description.

Generally, GENESYS can be run at any time after first semester records are in for the current year. Of course, information is available for more variables and is more complete at year's end. GENESYS can also be run based on the previous year's data. Attachment 3 provides flow charts for GENESYS.

WHAT PROGRAMS ARE INCLUDED IN GENESYS?

A list of programs and groups included in GENESYS in 1989-90 is shown in Figure 1. As of June, 1990, 56 groups have been run through GENESYS this spring. The first groups listed are included in this report because they are not discussed in other ORE reports. They should provide a good sampler of what GENESYS is all about to the reader. Results for the rest are included in the other ORE reports referenced. A complete set of results for other groups of interest is available upon request from ORE.

FIGURE 1
GENESYS GROUPS--1989-90

PROGRAM/GROUP	REPORT TITLE	PUBLICATION NUMBER
Kealing Magnet	GENESYS 1989-90: Selected Program Evaluations	89.30
Johnston Liberal Arts Academy	GENESYS 1989-90: Selected Program Evaluations	89.30
Teach and Reach, 1989-90	GENESYS 1989-90: Selected Program Evaluations	89.30
AIM High (Gifted/ Talented) Program	GENESYS 1989-90: Selected Program Evaluations	89.30
Secondary Honors Program	GENESYS 1989-90: Selected Program Evaluations	89.30
Bilingual/ESL Programs	GENESYS 1989-90: Selected Program Evaluations	89.30
LBJ Science Academy	Double TNT: Targeting New Teachers and Teaching by Novel Techniques	89.27
Sixth Graders, 1989-90 Sixth Graders, 1988-89 Sixth Graders, 1987-88	Sixth Graders in Elementary and Middle Schools: A Longitudinal Comparison	89.31
Academic Decathlon	Chapter 2 Formula, 1989-90: Major Points	89.32
Drug Abuse Resistance Education (DARE), 1987-88	Keeping AISD Schools Drug-Free: DFSC Program Evaluation, 1989-90	89.38
Title VII	Title VII in AISD, 1989-90	89.39
Project GRAD	Continuing Initiatives in Dropout Prevention: Project GRAD Final Report, 1989-90	89.35
Academic Incentive Program (AIP), 1989-90	Continuing Initiatives in Dropout Prevention: Project GRAD Final Report, 1989-90	89.35
Alternative Learning Center (ALC)	Continuing Initiatives in Dropout Prevention: Project GRAD Final Report, 1989-90	89.35

FIGURE 1 (continued)
GENESYS GROUPS--1989-90

PROGRAM/GROUP	REPORT TITLE	PUBLICATION NUMBER
Communities In Schools (CIS)	Continuing Initiatives in Dropout Prevention: Project GRAD Final Report, 1989-90	89.35
Coordinated Vocational Academic Education (CVAE)	Continuing Initiatives in Dropout Prevention: Project GRAD Final Report, 1989-90	89.35
Crockett Project Touch	Continuing Initiatives in Dropout Prevention: Project GRAD Final Report, 1989-90	89.35
Evening School	Continuing Initiatives in Dropout Prevention: Project GRAD Final Report, 1989-90	89.35
Johnston Computer Lab	Continuing Initiatives in Dropout Prevention: Project GRAD Final Report, 1989-90, and Chapter 2 Formula, 1989-90: Major Points	89.35 89.32
Johnston Renaissance	Continuing Initiatives in Dropout Prevention: Project GRAD Final Report, 1989-90	89.35
Johnston Dropout Recovery	Continuing Initiatives in Dropout Prevention: Project GRAD Final Report, 1989-90	89.35
Martin Hispanic Student Scholarship Initiative	Continuing Initiatives in Dropout Prevention: Project GRAD Final Report, 1989-90	89.35
Peer Assistance and Leadership (PAL)	Continuing Initiatives in Dropout Prevention: Project GRAD Final Report, 1989-90, and Keeping AISD Schools Drug-Free: DFSC Program Evaluation, 1989-90	89.35 89.38
Practical, Effective, Appropriate Knowledge (PEAK)	Continuing Initiatives in Dropout Prevention: Project GRAD Final Report, 1989-90	89.35
Project Mentor	Continuing Initiatives in Dropout Prevention: Project GRAD Final Report, 1989-90	89.35

FIGURE 1 (continued)
GENESYS GROUPS--1989-90

PROGRAM/GROUP	REPORT TITLE	PUBLICATION NUMBER
Robbins Secondary School	Continuing Initiatives in Dropout Prevention: Project GRAD Final Report, 1989-90	89.35
Teenage Parent Program	Continuing Initiatives in Dropout Prevention: Project GRAD Final Report, 1989-90	89.35
Transitional Academic Program (TAP), 1989-90	Continuing Initiatives in Dropout Prevention: Project GRAD Final Report, 1989-90	89.35
Zenith Program	Continuing Initiatives in Dropout Prevention: Project GRAD Final Report, 1989-90	89.35

WHAT ENHANCEMENTS HAVE BEEN MADE TO GENESYS IN 1989-90?

Some of the enhancements the evaluation staff who developed GENESYS hoped to make in 1989-90 have been realized, while other ideas are still on the drawing board. Some promising new ideas have emerged for future development. The following is a list of the improvements and enhancements made to GENESYS this year.

- The Evaluation Summary, formerly the Program Summary, was redesigned to be easier to understand and use as well as be more attractive.

- An additional retainee variable was added to the evaluation summary, and the previous variable was renamed. The variable "retained," defined as the percentage of students recommended for retention as of May, now refers to "end-of-year" retainees. A "beginning-of-year" variable, defined as the percentage of students actually retained as of the beginning of the next school year, was added.

- The Executive Summary was rewritten to make it less narrative and more a graphical display of data.

- Results from the evaluation summary were saved on a disk file for the first time. The evaluation summary for a group can now be recreated, even modified (e.g., if the title needed to be changed), without running the group through all of the GENESYS programs again, thus saving considerable computer time.

- The percentage of students who are gifted/talented was added to the evaluation summary.

- The heading for the Data by Student listing was redesigned to be printed in reverse-font by the laser printer.

Some additional standardization efforts were made.

- A file/run sheet was devised for the benefit of users. This sheet provides users with a kind of checklist to help them work through some of the issues involved in file building. It also assists the programmer in running the group. Finally, it serves as valuable documentation of how the file was assembled, especially as regards what students were included in a group.

- Users were given more precise instructions on how to prepare the input files for their groups. They were directed to eliminate bad and duplicate student ID numbers from their data files and were provided with a SAS program for the purpose.

- "Spanned" groups, i.e., groups in which there were students in different grade spans such as middle/junior high school and high school, were not permitted. Groups had to be defined as either elementary, middle/junior high school, or high school.

- Group size was limited to a minimum of 25 students both in the interest of meaningful analysis and to save computer run time.

Two user-designated options, to be run apart from the main GENESYS processing, were made available.

- Cross-program comparison charts compare statistics across programs selected by the user. A minimum of two programs can be designated, up to the maximum of all the programs run. If cross-program comparisons are specified, the user receives all of the charts; i.e., it is not an option to choose only certain comparisons. Programs are compared on all GENESYS demographic, progress, and achievement indicators. A complete set of comparison charts for fall, 1989, programs is contained in Attachment 4. Attachment 5 is a set of cross-program comparison charts for groups run through June, 1990.

- Two-way crosstabulation tables (e.g., sex by ethnicity) permit the user to examine program data at a greater level of detail than that presented in the GENESYS evaluation summary. The user is able to select certain "blocks" of categorical variables for which all possible two-way tables will be printed. For example, a user may be interested in a crosstabulation of sex by grade for a particular group of students. In addition to this table, the user would receive crosstabulations of grade by all other categorical variables. Crosstabulations by continuous variables, e.g., of percent attendance, are not presently included. A list of the tables included in each block is Attachment 6.

WHAT CHALLENGES REMAIN, AND WHAT IS PLANNED FOR THE FUTURE?

Although a number of enhancements were made to GENESYS in 1989-90, there is still room for improvement. GENESYS remains a complicated development and production process which requires considerable time and attention from evaluation staff to do the programming, coordination, and set-up work.

Developing Program Files and Descriptions

One facet of the process which took longer than expected in the first year of GENESYS, 1988-89, was the development of program files and descriptions. Slowdowns were attributed generally to the following factors:

- Deciding which students should be included in data files,
- Deciding what sources should be used for files, and
- Difficulty in collecting basic program information.

These difficulties remained in 1989-90, although some attempts have been made to delineate the issues--starting with the 1988-89 GENESYS final report--and to arrive at a common frame of reference. Attachment 7, "Requirements for GENESYS Data Files," which was distributed to GENESYS users in spring, 1990, was one attempt. Another was the development of the file/run sheet which was described in the previous section. Some discussion with the evaluation staff responsible for GENESYS helped to clarify questions about who should be included in data files.

A second year's experience with the programs on the part of evaluation staff helped them in making decisions about programs with which they were not as familiar last year. Where program staff had concerns last year about the criteria used for inclusion in a group, evaluation staff were able to address them more readily because of their greater familiarity with the programs and with the GENESYS structure.

Some of the demands on staff resources will lessen as staff acquire additional experience and the process becomes more routine. However, some of these demands may be irreducible parts of the "business" of evaluation. Just as it is an ongoing part of Data Services to work with users to determine how best to meet their needs, so too may evaluation staff have to continue to work with GENESYS users to educate them and to ensure that the information they are seeking can be provided most efficiently via GENESYS.

Additional Challenges for the Future

Even at the end of the second year of implementation, the system is still less "user friendly" than desired. Nonprogrammer users still cannot submit their own runs. Other computer programmers could run GENESYS, but because the system has kept changing and evolving, it seemed risky to the evaluation staff responsible for GENESYS to let anyone besides the main GENESYS programmer handle GENESYS runs. As the system becomes more stable and better understood both in ORE and outside of it, it will be possible to permit users greater, less encumbered access to GENESYS.

A related use issue is that few people outside of ORE are directly involved in using GENESYS. There are many recipients of GENESYS information, but few people have requested that GENESYS be run on groups of interest to them. This lack of direct involvement is probably attributable to the relative newness of GENESYS. District staff have indicated a general awareness of GENESYS but not a thorough understanding of what information it can provide. Another plausible explanation is that ORE's current broad inclusion of programs has left few others of interest.

Creating program descriptions is still not as "push button" as desirable for a generic evaluation system. Program descriptions are supplied by program or evaluation staff, but evaluation staff ensure that the descriptions are accurate and are typed on the standard form. This process is still a paper-and-pencil affair. One possibility for improving this process next year is to set up a central computer file on the mainframe into which program descriptions would be typed. The file could be accessed through any terminal in ORE. Program descriptions would be saved and could be altered at any time. When GENESYS output is created for a group, program descriptions could be laser printed at the same time as the summaries and individual student listings.

Running GENESYS in both fall and spring has added to the time invested in the system and led to questions about what groups should be run when. In its first year, 1988-89, a limited number of fall runs were made to test computer programs. In 1989-90, however, 38 programs were run in the fall and 56 in the spring (through June). This represents a substantial commitment in computer time, as well as in staff time. After only two years, it is evident that GENESYS has become a major evaluation tool, so much so that a more judicious selection of groups to be run may be necessary, at least given the present capabilities of the system.

In light of the potential and growing demand for GENESYS information, GENESYS run time needs to be reduced. Even with a faster IBM mainframe than ever before, it takes 20-30 minutes to process the GENESYS computations for one program group. What this means, with upwards of 100 groups (many after June) processed in spring, 1990, is that a substantial amount of computer time is being devoted to GENESYS. At the rate of about five groups a night, the large number of groups and the long run time mean that the programmer is running GENESYS every weekday night for a month and longer. One possibility which has been discussed is to rewrite parts of the GENESYS computer programs in COBOL rather than SAS. COBOL is better suited for extracting information from large files, while SAS is superior for manipulating the data and producing statistical output.

Some additional enhancements to GENESYS are being considered. Attachment 8 lists some ideas for enhancements broached in spring, 1990, some of which have already been implemented. Two of these ideas in particular merit some discussion here:

1. Comparison of expected and obtained dropout rates, and
2. Significance tests.

The comparison of predicted and obtained dropout rates is an outgrowth of some work done in 1988-89 as part of the evaluation of the District's dropout prevention programs. The 1988-89 Project GRAD final report (Publication No. 88.36) includes a discussion of how the rates are obtained and compared (see pages IV-32 - IV-35). This methodology will be incorporated into GENESYS to provide another outcome indicator which is more than descriptive.

Significance tests for GENESYS are an exciting concept because they would provide an additional evaluative dimension not now furnished by GENESYS, namely, a means for determining if the differences between groups (either between program students and students districtwide or program students at two points in time) are meaningful. Several avenues for introducing significance tests are being investigated.

SUMMARY

GENESYS produces a high volume of information about many programs. After two years of development and implementation, it has proven to be a very useful evaluation tool. With additional refinements, it is anticipated that GENESYS will become even more versatile and useful. Evaluation and program staff are challenged to use the system to produce the best information for program decision making.

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LIBERAL ARTS ACADEMY AT JOHNSTON

The Liberal Arts Academy at Johnston High School served high achievers through a curriculum which stressed college preparation. The program was initiated at the start of the 1988-89 school year with grade 9 students only, with successive grades to be added each fall. Grade 10 students were added in 1989-90.

- Liberal Arts Academy students in grades 9 and 10 exceeded predicted levels of achievement in reading.
- Liberal Arts Academy students generally made predicted gains on the TAP between spring, 1989 and spring, 1990 in mathematics compared to similar high achievers districtwide.
- Program students' attendance surpassed District rates for senior high school students.
- Through the fifth six weeks of 1989-90, none (0%) of the Academy students had dropped out of school, compared to 9.4% of AISD high school students.

GENESYS PROGRAM DESCRIPTION

PROGRAM NAME:	Liberal Arts Academy (Johnston)
EVALUATION CONTACT:	Vince Paredes
PROGRAM CONTACT:	Clark Lyman

- Funding (Local, State, or Federal): Local
- Budget Allocation: $449,693
- Number of campuses with program: 1 - Johnston High School. Representatives from all public middle/junior highs, all attendance areas.
- Eligibility/students served:
    1. ITBS Language and Reading total
    2. GPA - (middle/junior high)
    3. Most recent grades
    4. Application essay
    5. Interview
    6. Two or more teacher recommendations

  Staff takes into account all of the above to best place the student whether in LAA, Science Academy, or Honors courses.
- Grades served: 9, 10 (2nd year of program). Eventually 9-12 (one grade per year will be added).
- Source of file: Roster with all in program as of January 1990.
- Subject areas taught: 7-period academic day
    - Foreign language
    - LAA English
    - LAA Social Studies
    - Science
    - Mathematics
    - Health/PE
    - Selected electives (must be approved) - Band, Drama, Journalism, Dance, Debate
- Program focus/goals/methods: The Liberal Arts Academy at Johnston High School provides gifted, creative, and talented students an accelerated academic program leading to an exceptionally strong preparation for college. It is expected that students will graduate at the end of four years with one year's college credit. Capable students and their LAA families are interested in general preparation in all liberal arts areas and special enrichment in the areas of foreign languages and the humanities. Additionally, the Liberal Arts Academy provides study trips, resource speakers, and numerous cultural opportunities to its student scholars on an ongoing basis.

EXECUTIVE SUMMARY

SENIOR HIGH
GRADES 9-12

LIBERAL ARTS ACADEMY AT JOHNSTON, 1989-90

GROUP CHARACTERISTICS:	
Number of students in this group:	145
Percent low income:	19
Percent minority:	37
Percent female:	68
Percent limited English proficient(LEP):	1
Percent overage for their grade:	8
Percent special education students:	1
Percent gifted/talented students:	97

Major Findings

TAP ACHIEVEMENT: The spring, 1990, Tests of Achievement and Proficiency (TAP) median percentile scores of program students were compared to the 1988 national norms.

Out of 4 comparisons, program students' scores were...	Reading	Mathematics
Above the national norm in	2	2
At the national norm in	0	0
Below the national norm in	0	0

TAP scores from spring, 1990, were compared to predicted levels of achievement by means of the Report on School Effectiveness (ROSE) procedure.

Out of 4 comparisons, program students' scores...	Reading	Mathematics
Exceeded predicted levels in	1	0
Achieved predicted levels in	1	2
Were below predicted levels in	0	0
Were too few for analysis in	0	0

TEAMS ACHIEVEMENT: Compared to the AISD averages in mathematics, reading, and writing, the percentages of program students mastering the TEAMS at grades 9 and 11 (first-time test takers) were:

	Reading/ Language Arts	Mathematics	Writing
Higher in	1	1	1
The same in	0	0	0
Lower in	0	0	0

ATTENDANCE: Compared with the attendance rates for senior high districtwide:

	The program rate was...	AISD	Program
Fall, 1989	Higher	92.6%	97.3%
Spring, 1990	Higher	90.8%	95.6%

Compared to...	1989-90 program attendance was...
Program students in 1988-89	Fall: Higher Spring: Higher

DISCIPLINE: Compared with the percentages of students involved in discipline incidents at the senior high level districtwide:

	The program rate was...	AISD	Program
Fall, 1989	Lower	4.2%	0.0%
Spring, 1990	Lower	4.4%	0.7%

Compared to...	1989-90 program discipline was...	
Program students in 1988-89	Fall:	Lower
	Spring:	Higher

GRADES: Compared with the GPA's for all AISD senior high students:

	The program rate was...	AISD	Program
Fall, 1989	Higher	79.5%	85.7%
Spring, 1990	Higher	79.3%	85.6%

Compared to...	1989-90 program GPA was...	
Program students in 1988-89	Fall:	Lower
	Spring:	Lower

RETAINEES/DROPOUTS: Comparing the percentage of program students recommended in spring, 1990, for retention the following year with all AISD senior high students:

The program rate was...	AISD	Program
Lower	16.4%	4.8%

Compared to the fifth six weeks dropout rate for senior high students for 1989-90:

The program rate was...	AISD	Program
Lower	9.4%	0.0%

File name:VP@LAA

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AUSTIN INDEPENDENT SCHOOL DISTRICT
DEPARTMENT OF MANAGEMENT INFORMATION
OFFICE OF RESEARCH AND EVALUATION

EVALUATION SUMMARY

PROGRAM/GROUP: LIBERAL ARTS ACADEMY AT JOHNSTON, 1989-90 **PRINT DATE:** 07/10/90

DEMOGRAPHIC INDICATORS

Grade	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
# Students:											79	66			145

	Sex		Ethnicity			Low		Overage	Special	Gifted/
	Male	Female	Black	Hispanic	Other	Income	LEP	For Grade	Education	Talented
#	47	98	20	34	91	28	1	12	1	141
%	32	68	14	23	63	19	1	8	1	97

PROGRESS INDICATORS

Dropouts: 0.0% END OF THE 5TH 6 WEEKS **Retainees:** **End of Year:** 4.8% **Beginning of Year:**

		Attendance		Disciplined			Credits		#F's		#No Grades		GPA	
		Fall	Spring	Fall	Spring		Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
89-90	#	145	142	0	1	#	144	140	144	140	144	140	144	140
	%	97.3	95.6	0.0	0.7	AVG	3.3	3.2	0.26	0.31	0.08	0.16	85.7	85.7
88-89	#	132	134	2	0	#	63	63	63	63	63	63	63	63
	%	95.7	95.2	1.4	0.0	AVG	3.2	3.3	0.30	0.22	0.00	0.06	85.1	86.4

ACHIEVEMENT INDICATORS

ITBS/TAP MEDIAN PERCENTILES, 1989-90

Grade	1	2	3	4	5	6	7	8	9	10	11	12
Reading Comprehension									84	86		
Number of Students									77	62		
Mathematics Total									73	78		
Number of Students									77	62		
Composite									81	83		
Number of Students									73	61		

ROSE, SPRING 1989 TO SPRING 1990 MEAN GRADE EQUIVALENT

Grade	2	3	4	5	6	7	8	9	10	11	12
READING COMPREHENSION											
Number of Students								63	54		
1989 Grade Equivalent								10.6	14.0		
1990 Grade Equivalent								14.4	15.7		
Gain								3.8	1.6		
Predicted Score								13.4	15.1		
Over/Under Actual								1.0	0.5		
Significance								+	+		
MATHEMATICS TOTAL											
Number of Students								63	55		
1989 Grade Equivalent								9.5	13.5		
1990 Grade Equivalent								12.6	14.3		
Gain								3.0	0.9		
Predicted Score								12.2	14.5		
Over/Under Actual								0.4	-.1		
Significance								=	=		

TEAMS PERCENT MASTERING

Grade	3	5	7	9	11
Mathematics				97	
Number of Students				78	
Reading/Language Arts				100	
Number of Students				78	
Writing				97	
Number of Students				75	

KEY

* = Number of Students is Too Small for Analysis
+ = Exceeded Predicted Score
= = Achieved Predicted Score
- = Below Predicted Score
AVG= Average

KEALING MAGNET SCHOOL

The Kealing Magnet School serves mathematics, computer technology, and science high achievers. The program also stresses academic development in other basic subjects.

- ITBS achievement levels in spring, 1989 exceeded national norms; gains from spring, 1989 to spring, 1990 were equal to or exceeded predicted levels for other high achievers districtwide.
- Program students were involved in no (0%) discipline incidents either in the fall or in the spring, compared to AISD middle school/junior high rates of 6.4% and 6.6%, respectively.
- Through the fifth six weeks of the 1989-90 school year, none (0%) of the Kealing Magnet students dropped out of school, while 3.6% of the District's middle school/junior high students had.

GENESYS PROGRAM DESCRIPTION

PROGRAM NAME:	Kealing Magnet School
EVALUATION CONTACT:	David Wilkinson
PROGRAM CONTACT:	Wayne Schade

- Funding (Local, State, or Federal): Local
- Budget allocation: $174,808
- Number of staff: 7 Kealing teachers assigned to magnet
- Number of campuses with program: Kealing Junior High
- Eligibility/students served: 309 students

  The academic qualifications include:
  1. High standards on ITBS = Reading Comprehension %ile + Math Total 0% greater than or equal to 140.
  2. High grades;
  3. A high interest in science, math or computer technology;
  4. A high score on a hand-written essay to one of three questions related to contemporary science issues; and
  5. Teacher recommendations are also used to support the applicants' qualifications.
- Grade served: 7th and 8th
- Source of file: Computer file as of January based on course number
- Subject areas taught: Science, mathematics, and computers
- Program focus/goals/methods: The program provides students with educational experiences which stress strong academic development in basic subject areas. A focus is computers as productivity tools and the methods of scientific inquiry. Students are given opportunities to develop personal skills in studying, organizing, communicating, cooperating, and test taking.

EXECUTIVE SUMMARY

MIDDLE SCHOOL/JUNIOR HIGH
GRADES 7-8

KEALING MAGNET, 1989-90

GROUP CHARACTERISTICS:	
Number of students in this group:	309
Percent low income:	10
Percent minority:	28
Percent female:	44
Percent limited English proficient(LEP):	0
Percent overage for their grade:	8
Percent special education students:	1
Percent gifted/talented students:	100

Major Findings

ITBS ACHIEVEMENT: The spring, 1990, Iowa Tests of Basic Skills (ITBS) median percentile scores of program students were compared to the 1988 national norms.

Out of 4 comparisons, program students' scores were...	Reading	Mathematics
Above the national norm in	2	2
At the national norm in	0	0
Below the national norm in	0	0

ITBS scores from spring, 1990, were compared to predicted levels of achievement by means of the Report on School Effectiveness (ROSE) procedure.

Out of 4 comparisons, program students' scores...	Reading	Mathematics
Exceeded predicted levels in	1	1
Achieved predicted levels in	1	1
Were below predicted levels in	0	0
Were too few for analysis in	0	0

TEAMS ACHIEVEMENT: Compared to the AISD averages in mathematics, reading, and writing, the percentages of program students mastering the TEAMS at grade 7 were:

	Reading	Mathematics	Writing
Higher in	x	x	x
The same in			
Lower in			

ATTENDANCE: Compared with the attendance rates for middle school/junior high districtwide:

	The program rate was...	AISD	Program
Fall, 1989	Higher	94.4%	97.6%
Spring, 1990	Higher	92.7%	96.3%

Compared to...	1989-90 program attendance was...
Program students in 1988-89	Fall: Higher Spring: Higher

DISCIPLINE: Compared with the percentages of students involved in discipline incidents at the middle school/junior high level districtwide:

	The program rate was...	AISD	Program
Fall, 1989	Lower	6.4%	0.0%
Spring, 1990	Lower	6.6%	0.0%

Compared to...	1989-90 program discipline was...
Program students in 1988-89	Fall: The same Spring: Lower

GRADES: Compared with the GPA's for all AISD middle school/junior high students:

	The program rate was...	AISD	Program
Fall, 1989	Higher	84.2%	88.0%
Spring, 1990	Higher	84.3%	87.2%

Compared to...	1989-90 program GPA was...
Program students in 1988-89	Fall: Lower Spring: Lower

RETAINEES/DROPOUTS: Comparing the percentage of program students recommended in spring, 1990, for retention the following year with all AISD middle school/junior high students:

The program rate was...	AISD	Program
Lower	7.8%	2.6%

Compared to the fifth six weeks dropout rate for middle school/junior high students for 1989-90:

The program rate was...	AISD	Program
Lower	3.6%	0.0%

File name:KEALMG90

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AUSTIN INDEPENDENT SCHOOL DISTRICT
DEPARTMENT OF MANAGEMENT INFORMATION
OFFICE OF RESEARCH AND EVALUATION

EVALUATION SUMMARY

PROGRAM/GROUP: KEALING MAGNET, 1989-90

PRINT DATE: 07/10/90

DEMOGRAPHIC INDICATORS

Grade	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
# Students:									210	99					309

	Sex		Ethnicity			Low		Overage	Special	Gifted/
	Male	Female	Black	Hispanic	Other	Income	LEP	For Grade	Education	Talented
#	174	135	44	42	223	32	0	26	3	309
%	56	44	14	14	72	10	0	8	1	100

PROGRESS INDICATORS

Dropouts: 0.0% END OF THE 5TH 6 WEEKS **Retainees:** **End of Year:** 2.6% **Beginning of Year:**

		Attendance		Disciplined			Credits		#F's		#No Grades		GPA	
		Fall	Spring	Fall	Spring		Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
89-90	#	309	309	0	0	#			309	307			309	308
	%	97.6	96.3	0.0	0.0	AVG			0.31	0.33			88.0	87.2
88-89	#	273	277	0	1	#			212	212			212	212
	%	97.4	96.1	0.0	0.3	AVG			0.11	0.11			89.7	89.9

ACHIEVEMENT INDICATORS

ITBS/TAP MEDIAN PERCENTILES, 1989-90

Grade	1	2	3	4	5	6	7	8	9	10	11	12
Reading Comprehension							84	83				
Number of Students							210	98				
Mathematics Total							88	77				
Number of Students							210	96				
Composite							88	85				
Number of Students							210	96				

ROSE, SPRING 1989 TO SPRING 1990 MEAN GRADE EQUIVALENT

Grade	2	3	4	5	6	7	8	9	10	11	12
READING COMPREHENSION											
Number of Students						180	88				
1989 Grade Equivalent						8.5	9.1				
1990 Grade Equivalent						9.8	10.6				
Gain						1.3	1.5				
Predicted Score						9.7	10.2				
Over/Under Actual						0.1	0.4				
Significance						=	+				
MATHEMATICS TOTAL											
Number of Students						179	86				
1989 Grade Equivalent						8.4	9.0				
1990 Grade Equivalent						9.6	9.9				
Gain						1.2	0.9				
Predicted Score						9.5	9.8				
Over/Under Actual						0.1	0.1				
Significance						+	=				

TEAMS PERCENT MASTERING

Grade	3	5	7	9	11
Mathematics			100		
Number of Students			211		
Reading/Language Arts			100		
Number of Students			211		
Writing			100		
Number of Students			204		

KEY

* = Number of Students is Too Small for Analysis
+ = Exceeded Predicted Score
= = Achieved Predicted Score
- = Below Predicted Score
AVG= Average

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BILINGUAL/ESL PROGRAMS

Language instruction is provided to the District's limited-English-proficient (LEP) students mainly through two basic programs--bilingual education and English as a Second Language (ESL).

- **LEP students score below national norms on the ITBS and TAP. Gains from spring, 1989 to spring, 1990 were generally equal to predicted levels (compared to similar students districtwide).**
- **Compared with the attendance rates for students districtwide, LEP students served in the bilingual program attended school at lower rates (except in fall, 1989, at the elementary level).**
- **LEP students' discipline rates were lower than the percentages of students disciplined districtwide at the elementary level, but were generally higher at the secondary level.**
- **Higher percentages of LEP students were recommended in spring, 1990 for retention in the next school year than were AISD students districtwide.**

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GENESYS PROGRAM DESCRIPTION

PROGRAM NAME:	Bilingual/ESL Programs
EVALUATION CONTACT:	David Wilkinson
PROGRAM CONTACT:	Carmen Gamboa

- Funding (Local, State, or Federal): Local
- Budget Allocation: $1,313,034
- Number of staff: 8.5 central staff and regular campus staff assigned (teachers, LPAC coordinators)
- Number of campuses with program: All elementary and secondary schools
- Eligibility/students served: Students identified as limited English proficient (LEP) and are presently being served by a bilingually or ESL-endorsed teacher.
- Grades served: Pre-K through 12
- Source of file: LANG computer file as of January, 1990
- Subject areas taught: Bilingual instruction in all content areas for Hispanic and Vietnamese students; ESL instruction in language arts for all language groups.
- Program focus/goals/methods: Goal is to improve the instructional program for LEP students through quality instructional materials, supervision, and inservice training of teachers.

EXECUTIVE SUMMARY

ELEMENTARY
GRADES K-6

SERVED LEP STUDENTS, 1989-90, GRADES K-6

GROUP CHARACTERISTICS:

Number of students in this group:	3490
Percent low income:	91
Percent minority:	91
Percent female:	49
Percent limited English proficient(LEP):	94
Percent overage for their grade:	28
Percent special education students:	11
Percent gifted/talented students:	1

Major Findings

ITBS ACHIEVEMENT: The spring, 1990, Iowa Tests of Basic Skills (ITBS) median percentile scores of program students were compared to the 1988 national norms.

Out of 12 comparisons, program students' scores were...	Reading	Mathematics
Above the national norm in	0	0
At the national norm in	0	0
Below the national norm in	6	6

ITBS scores from spring, 1990, were compared to predicted levels of achievement by means of the Report on School Effectiveness (ROSE) procedure.

Out of 10 comparisons, program students' scores...	Reading	Mathematics
Exceeded predicted levels in	0	0
Achieved predicted levels in	3	4
Were below predicted levels in	1	0
Were too few for analysis in	1	1

TEAMS ACHIEVEMENT: Compared to the AISD averages in mathematics, reading, and writing, the percentages of program students mastering the TEAMS at grades 3 and 5 were:

	Reading	Mathematics	Writing
Higher in	0	0	0
The Same in	0	0	0
Lower in	2	2	2

ATTENDANCE: Compared with the attendance rates for elementary students districtwide:

	The program rate was...	AISD	Program
Fall, 1989	The same	96.2%	96.2%
Spring, 1990	Higher	95.9%	96.1%

Compared to...	1989-90 program attendance was...
Program students in 1988-89	Fall: Higher Spring: Higher

DISCIPLINE: Compared with the percentages of students involved in discipline incidents at the elementary level districtwide:

	The program rate was...	AISD	Program
Fall, 1989	Lower	0.2%	0.1%
Spring, 1990	Lower	0.4%	0.2%

Compared to...	1989-90 program discipline was...	
Program students in 1988-89	Fall:	Lower
	Spring:	Lower

RETAINEES: Comparing the percentage of program students recommended in spring, 1990, for retention the following year with all AISD elementary students:

The program rate was...	AISD	Program
Higher	1.4%	2.8%

File name:GE@LPE90

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GENESYS

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AUSTIN INDEPENDENT SCHOOL DISTRICT
DEPARTMENT OF MANAGEMENT INFORMATION
OFFICE OF RESEARCH AND EVALUATION

EVALUATION SUMMARY

PROGRAM/GROUP: SERVED LEP STUDENTS, 1989-90, GRADES K-6

PRINT DATE: 07/09/90

DEMOGRAPHIC INDICATORS

Grade	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
# Students:	440	629	814	525	428	335	264	52							3490

	Sex		Ethnicity			Low		Overage	Special	Gifted/
	Male	Female	Black	Hispanic	Other	Income	LEP	For Grade	Education	Talented
#	1763	1724	22	3151	314	3189	3280	990	391	49
%	51	49	1	90	9	91	94	28	11	1

PROGRESS INDICATORS

Dropouts: N/A

Retainees: **End of Year:** 2.8% **Beginning of Year:**

		Attendance		Disciplined			Credits		#F's		#No Grades		GPA	
		Fall	Spring	Fall	Spring		Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
89-90	#	3046	3029	2	7	#								
	%	96.2	96.1	0.1	0.2	AVG								
88-89	#	2099	2156	6	8	#								
	%	95.8	94.7	0.2	0.2	AVG								

ACHIEVEMENT INDICATORS

ITBS/TAP MEDIAN PERCENTILES, 1989-90

Grade	1	2	3	4	5	6	7	8	9	10	11	12
Reading Comprehension	21	18	21	15	14	11						
Number of Students	561	381	330	235	183	39						
Mathematics Total	33	37	24	22	21	22						
Number of Students	636	424	341	246	197	39						
Composite	23	20	22	16	14	10						
Number of Students	541	359	325	231	179	36						

ROSE, SPRING 1989 TO SPRING 1990 MEAN GRADE EQUIVALENT

Grade	2	3	4	5	6	7	8	9	10	11	12
READING COMPREHENSION											
Number of Students	83	81	71	53	19						
1989 Grade Equivalent	1.2	1.9	2.6	3.0	4.0						
1990 Grade Equivalent	2.1	2.8	3.3	4.0	4.8						
Gain	0.9	0.9	0.7	0.9	0.8						
Predicted Score	2.1	2.7	3.5	4.1	4.8						
Over/Under Actual	0.0	0.1	-.2	-.1	0.0						
Significance	=	=	-	=	*						
MATHEMATICS TOTAL											
Number of Students	90	84	70	52	18						
1989 Grade Equivalent	1.6	2.7	3.1	3.8	5.1						
1990 Grade Equivalent	2.6	3.3	4.1	4.7	5.8						
Gain	1.0	0.6	0.9	0.9	0.7						
Predicted Score	2.7	3.3	4.1	4.8	5.9						
Over/Under Actual	-.1	0.0	0.0	-.1	-.1						
Significance	=	=	=	=	*						

TEAMS PERCENT MASTERING

Grade	3	5	7	9	11
Mathematics	84	73			
Number of Students	367	163			
Reading/Language Arts	73	50			
Number of Students	365	162			
Writing	74	48			
Number of Students	359	160			

KEY

* = Number of Students is Too Small for Analysis
+ = Exceeded Predicted Score
= = Achieved Predicted Score
- = Below Predicted Score
AVG= Average

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EXECUTIVE SUMMARY

MIDDLE SCHOOL/JUNIOR HIGH
GRADES 6-8

SERVED LEP STUDENTS, 1989-90, GRADES 6-8

GROUP CHARACTERISTICS:	
Number of students in this group:	507
Percent low income:	93
Percent minority:	91
Percent female:	43
Percent limited English proficient(LEP):	92
Percent overage for their grade:	69
Percent special education students:	21
Percent gifted/talented students:	2

Major Findings

ITBS ACHIEVEMENT: The spring, 1990, Iowa Tests of Basic Skills (ITBS) median percentile scores of program students were compared to the 1988 national norms.

Out of 6 comparisons, program students' scores were...	Reading	Mathematics
Above the national norm in	0	0
At the national norm in	0	0
Below the national norm in	3	3

ITBS scores from spring, 1990, were compared to predicted levels of achievement by means of the Report on School Effectiveness (ROSE) procedure.

Out of 6 comparisons, program students' scores...	Reading	Mathematics
Exceeded predicted levels in	0	0
Achieved predicted levels in	1	2
Were below predicted levels in	1	0
Were too few for analysis in	1	1

TEAMS ACHIEVEMENT: Compared to the AISD averages in mathematics, reading, and writing, the percentages of program students mastering the TEAMS at grade 7 were:

	Reading	Mathematics	Writing
Higher in			
The same in			
Lower in	x	x	x

ATTENDANCE: Compared with the attendance rates for middle school/junior high districtwide:

	The program rate was...	AISD	Program
Fall, 1989	Lower	94.4%	92.7%
Spring, 1990	Lower	92.7%	90.5%

Compared to...	1989-90 program attendance was...
Program students in 1988-89	Fall: Lower Spring: Lower

DISCIPLINE: Compared with the percentages of students involved in discipline incidents at the middle school/junior high level districtwide:

	The program rate was...	AISD	Program
Fall, 1989	Higher	6.4%	12.2%
Spring, 1990	Higher	6.6%	13.8%

Compared to...	1989-90 program discipline was...	
Program students in 1988-89	Fall:	Higher
	Spring:	Higher

GRADES: Compared with the GPA's for all AISD middle school/junior high students:

	The program rate was...	AISD	Program
Fall, 1989	Lower	84.2%	81.4%
Spring, 1990	Lower	84.3%	83.0%

Compared to...	1989-90 program GPA was...	
Spring, 1989	Fall:	Higher
Fall, 1989	Spring:	Higher

RETAINEES/DROPOUTS: Comparing the percentage of program students recommended in spring, 1990, for retention the following year with all AISD middle school/junior high students:

The program rate was...	AISD	Program
Higher	7.8%	8.5%

Compared to the fifth six weeks dropout rate for middle school/junior high students for 1989-90:

The program rate was...	AISD	Program
Lower	3.6%	3.2%

File name: GE@LPJ90

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GENESYS

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AUSTIN INDEPENDENT SCHOOL DISTRICT
DEPARTMENT OF MANAGEMENT INFORMATION
OFFICE OF RESEARCH AND EVALUATION

EVALUATION SUMMARY

PROGRAM/GROUP: SERVED LEP STUDENTS, 1989-90, GRADES 6-8

PRINT DATE: 07/10/90

DEMOGRAPHIC INDICATORS

Grade	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
# Students:								140	177	185	5				507

	Sex		Ethnicity			Low		Overage	Special	Gifted/
	Male	Female	Black	Hispanic	Other	Income	LEP	For Grade	Education	Talented
#	290	217	2	459	46	469	464	350	104	10
%	57	43	0	91	9	93	92	69	21	2

PROGRESS INDICATORS

Dropouts: 3.2% END OF THE 5TH 6 WEEKS **Retainees:** **End of Year:** 8.5% **Beginning of Year:**

		Attendance		Disciplined			Credits		#F's		#No Grades		GPA	
		Fall	Spring	Fall	Spring		Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
89-90	#	505	488	62	70	#			470	422			478	450
	%	92.7	90.5	12.2	13.8	AVG			0.73	0.58			81.4	83.0
88-89	#	412	422	30	34	#			272	252			273	260
	%	94.1	92.8	5.9	6.7	AVG			0.92	0.88			79.7	80.5

ACHIEVEMENT INDICATORS

ITBS/TAP MEDIAN PERCENTILES, 1989-90

Grade	1	2	3	4	5	6	7	8	9	10	11	12
Reading Comprehension						7	9	11	3			
Number of Students						102	125	143	1			
Mathematics Total						16	12	12	9			
Number of Students						94	126	144	1			
Composite						5	6	6	4			
Number of Students						94	117	136	1			

ROSE, SPRING 1989 TO SPRING 1990 MEAN GRADE EQUIVALENT

Grade	2	3	4	5	6	7	8	9	10	11	12
READING COMPREHENSION											
Number of Students					25	37	27				
1989 Grade Equivalent					3.7	4.5	4.7				
1990 Grade Equivalent					4.2	5.5	5.8				
Gain					0.5	1.0	1.0				
Predicted Score					4.5	5.7	6.3				
Over/Under Actual					-.3	-.2	-.5				
Significance					*	=	-				
MATHEMATICS TOTAL											
Number of Students					23	36	26				
1989 Grade Equivalent					4.7	5.5	5.8				
1990 Grade Equivalent					5.4	6.2	6.6				
Gain					0.7	0.7	0.8				
Predicted Score					5.5	6.3	6.7				
Over/Under Actual					0.0	0.0	-.1				
Significance					*	=	=				

TEAMS PERCENT MASTERING

Grade	3	5	7	9	11
Mathematics			65		
Number of Students			80		
Reading/Language Arts			47		
Number of Students			78		
Writing			30		
Number of Students			73		

KEY

* = Number of Students is Too Small for Analysis
+ = Exceeded Predicted Score
= = Achieved Predicted Score
- = Below Predicted Score
AVG= Average

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EXECUTIVE SUMMARY

SENIOR HIGH
GRADES 9-12

SERVED LEP STUDENTS, 1989-90, GRADES 9-12

GROUP CHARACTERISTICS:	
Number of students in this group:	466
Percent low income:	79
Percent minority:	88
Percent female:	39
Percent limited English proficient(LEP):	86
Percent overage for their grade:	75
Percent special education students:	17
Percent gifted/talented students:	6

Major Findings

TAP ACHIEVEMENT: The spring, 1990, Tests of Achievement and Proficiency (TAP) median percentile scores of program students were compared to the 1988 national norms.

Out of 8 comparisons, program students' scores were...	Reading	Mathematics
Above the national norm in	0	0
At the national norm in	0	0
Below the national norm in	4	4

TAP scores from spring, 1990, were compared to predicted levels of achievement by means of the Report on School Effectiveness (ROSE) procedure.

Out of 8 comparisons, program students' scores...	Reading	Mathematics
Exceeded predicted levels in	0	0
Achieved predicted levels in	0	0
Were below predicted levels in	0	0
Were too few for analysis in	4	4

TEAMS ACHIEVEMENT: Compared to the AISD averages in mathematics, reading, and writing, the percentages of program students mastering the TEAMS at grades 9 and 11 (first-time test takers) were:

	Reading/ Language Arts	Mathematics	Writing
Higher in	0	0	0
The same in	0	0	0
Lower in	2	2	1

ATTENDANCE: Compared with the attendance rates for senior high districtwide:

	The program rate was...	AISD	Program
Fall, 1989	Lower	92.6%	88.7%
Spring, 1990	Lower	90.8%	87.8%

Compared to...	1989-90 program attendance was...
Program students in 1988-89	Fall: Lower Spring: Lower

DISCIPLINE: Compared with the percentages of students involved in discipline incidents at the senior high level districtwide:

	The program rate was...	AISD	Program
Fall, 1989	Higher	4.2%	4.3%
Spring, 1990	Lower	4.4%	3.2%

Compared to...	1989-90 program discipline was...
Program students in 1988-89	Fall: The same Spring: Lower

GRADES: Compared with the GPA's for all AISD senior high students:

	The program rate was...	AISD	Program
Fall, 1989	Lower	79.5%	74.8%
Spring, 1990	Lower	79.3%	75.6%

Compared to...	1989-90 program GPA was...
Spring, 1989 Fall, 1989	Fall: Lower Spring: Higher

RETAINEES/DROPOUTS: Comparing the percentage of program students recommended in spring, 1990, for retention the following year with all AISD senior high students:

The program rate was...	AISD	Program
Higher	16.4%	17.6%

Compared to the fifth six weeks dropout rate for senior high students for 1989-90:

The program rate was...	AISD	Program
Higher	9.4%	12.0%

File name: GE@LPS90

89.30

GENESYS

GENeric Evaluation SYStem

AUSTIN INDEPENDENT SCHOOL DISTRICT
DEPARTMENT OF MANAGEMENT INFORMATION
OFFICE OF RESEARCH AND EVALUATION

EVALUATION SUMMARY

PROGRAM/GROUP: SERVED LEP STUDENTS, 1989-90, GRADES 9-12 **PRINT DATE:** 07/10/90

DEMOGRAPHIC INDICATORS

Grade	**PK**	**K**	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	**TOTAL**
# Students:										4	225	111	76	50	466

	Sex		**Ethnicity**			**Low**		**Overage**	**Special**	**Gifted/**
	Male	**Female**	**Black**	**Hispanic**	**Other**	**Income**	**LEP**	**For Grade**	**Education**	**Talented**
#	285	181	3	407	56	369	401	350	80	27
%	61	39	1	87	12	79	86	75	17	6

PROGRESS INDICATORS

Dropouts: 12.0% END OF THE 5TH 6 WEEKS **Retainees:** **End of Year:** 17.6% **Beginning of Year:**

		Attendance		**Disciplined**			**Credits**		**#F's**		**#No Grades**		**GPA**	
		Fall	**Spring**	**Fall**	**Spring**		**Fall**	**Spring**	**Fall**	**Spring**	**Fall**	**Spring**	**Fall**	**Spring**
89-90	**#**	465	426	20	15	**#**	456	390	456	390	456	390	454	385
	%	88.7	87.8	4.3	3.2	**AVG**	2.0	1.9	1.45	1.38	0.34	0.67	74.8	75.6
88-89	**#**	340	361	20	26	**#**	237	251	237	251	237	251	236	247
	%	91.8	89.0	4.3	5.6	**AVG**	2.4	2.3	1.03	1.10	0.15	0.28	77.9	77.7

ACHIEVEMENT INDICATORS

ITBS/TAP MEDIAN PERCENTILES, 1989-90

Grade	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**
Reading Comprehension								22	11	9	12	19
Number of Students								2	144	81	59	33
Mathematics Total								7	18	15	32	34
Number of Students								2	147	82	59	33
Composite								7	12	10	16	20
Number of Students								2	128	73	50	31

ROSE, SPRING 1989 **TO SPRING** 1990 **MEAN GRADE EQUIVALENT**

Grade	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**
READING COMPREHENSION											
Number of Students								15	10	7	8
1989 **Grade Equivalent**								6.5	7.0	7.8	10.0
1990 **Grade Equivalent**								7.9	7.2	8.0	11.2
Gain								1.4	0.2	0.2	1.2
Predicted Score								7.7	8.2	9.1	10.6
Over/Under Actual								0.2	-.1	-.1	0.5
Significance								*	*	*	*
MATHEMATICS TOTAL											
Number of Students								17	10	7	8
1989 **Grade Equivalent**								6.7	7.4	9.5	13.4
1990 **Grade Equivalent**								7.8	7.8	9.7	12.9
Gain								1.1	0.4	0.2	-0.5
Predicted Score								7.3	8.5	10.3	13.1
Over/Under Actual								0.5	-.7	-.6	-.2
Significance								*	*	*	*

TEAMS PERCENT MASTERING

Grade	**3**	**5**	**7**	**9**	**11**
Mathematics				45	72
Number of Students				86	53
Reading/Language Arts				39	50
Number of Students				87	54
Writing				15	
Number of Students				88	

KEY

* = Number of Students is Too Small for Analysis
+ = Exceeded Predicted Score
= = Achieved Predicted Score
- = Below Predicted Score
AVG= Average

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TEACH AND REACH

Teach and Reach provides supplementary reading and mathematics instruction for low-achieving Black students at six AISD elementaries.

- Teach and Reach students generally made predicted gains on the ITBS between spring, 1989 and spring, 1990 for both reading and mathematics (compared to similar students districtwide on the ROSE).
- Participants' fall and spring rates of attendance were slightly higher than the District's overall rate for students served in mathematics and about the same for reading-served students.
- Compared to all AISD elementary school students, lower percentages of the program students served in mathematics were recommended for retention at the end of the 1988-89 school year. A higher percentage of the students served in reading were recommended for retention than elementary students districtwide. A greater percentage were involved in discipline incidents.

89.30

GENESYS PROGRAM DESCRIPTION

PROGRAM NAME: Teach and Reach

EVALUATION CONTACT: Wanda Washington, David Wilkinson

PROGRAM CONTACT: Sandra Bell

- Funding (Local, State, or Federal): Local
- Budget Allocation: $242,070
- Number of Staff: 1 Supervising Teacher
  6 Regular Teachers
  1 Full-time Secretary
  1 Half-time Parent Advisor
- Number of Campuses with program: 6 schools--Andrews, Blackshear, Harris, Oak Springs, Norman, and Winn
- Eligibility/students served: Black students who score below the 50th percentile in either reading or mathematics on the Iowa Tests of Basic Skills (ITBS)--751 students served (unduplicated count)
- Grades served: K-5
- Source of file: Black students in program, as of May, 1990 based on rosters from program staff
- Subject areas taught: Reading and mathematics
- Program focus/goals/methods: Small group and individual supplemental help in pullout setting

EXECUTIVE SUMMARY

ELEMENTARY
GRADES K-5

TEACH AND REACH, READING SERVED, 1989-90

GROUP CHARACTERISTICS:	
Number of students in this group:	523
Percent low income:	83
Percent minority:	95
Percent female:	51
Percent limited English proficient(LEP):	0
Percent overage for their grade:	27
Percent special education students:	9
Percent gifted/talented students:	16

Major Findings

ITBS ACHIEVEMENT: The spring, 1990, Iowa Tests of Basic Skills (ITBS) median percentile scores of program students were compared to the 1988 national norms.

Out of 10 comparisons, program students' scores were...	Reading	Mathematics
Above the national norm in	1	0
At the national norm in	0	0
Below the national norm in	4	5

ITBS scores from spring, 1990, were compared to predicted levels of achievement by means of the Report on School Effectiveness (ROSE) procedure.

Out of 8 comparisons, program students' scores...	Reading	Mathematics
Exceeded predicted levels in	0	0
Achieved predicted levels in	3	3
Were below predicted levels in	1	1
Were too few for analysis in	0	0

TEAMS ACHIEVEMENT: Compared to the AISD averages in mathematics, reading, and writing, the percentages of program students mastering the TEAMS at grades 3 and 5 were:

	Reading	Mathematics	Writing
Higher in	0	0	1
The Same in	0	0	0
Lower in	2	2	1

ATTENDANCE: Compared with the attendance rates for elementary students districtwide:

	The program rate was...	AISD	Program
Fall, 1989	Lower	96.2%	96.0%
Spring, 1990	The same	95.9%	95.9%

Compared to...	1989-90 program attendance was...
Program students in 1988-89	Fall: Lower Spring: Higher

DISCIPLINE: Compared with the percentages of students involved in discipline incidents at the elementary level districtwide:

	The program rate was...	AISD	Program
Fall, 1989	Higher	0.2%	0.4%
Spring, 1990	Higher	0.4%	1.0%

Compared to...	1989-90 program discipline was...	
Program students in 1988-89	Fall:	The same
	Spring:	The same

RETAINEES: Comparing the percentage of program students recommended in spring, 1990, for retention the following year with all AISD elementary students:

The program rate was...	AISD	Program
Higher	1.4%	2.1%

File name:TR@READ

89.30
GENESYS
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AUSTIN INDEPENDENT SCHOOL DISTRICT
DEPARTMENT OF MANAGEMENT INFORMATION
OFFICE OF RESEARCH AND EVALUATION

EVALUATION SUMMARY

PROGRAM/GROUP: TEACH AND REACH, READING SERVED, 1989-90 **PRINT DATE:** 07/10/90

DEMOGRAPHIC INDICATORS

Grade	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
# Students:		29	19	204	87	97	87								523

	Sex		Ethnicity			Low		Overage	Special	Gifted/
	Male	Female	Black	Hispanic	Other	Income	LEP	For Grade	Education	Talented
#	255	268	492	7	24	433	0	141	49	82
%	49	51	94	1	5	83	0	27	9	16

PROGRESS INDICATORS

Dropouts: N/A **Retainees:** **End of Year:** 2.1% **Beginning of Year:**

		Attendance		Disciplined			Credits		#F's		#No Grades		GPA	
		Fall	Spring	Fall	Spring		Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
89-90	#	522	507	2	5	#								
	%	96.0	95.9	0.4	1.0	AVG								
88-89	#	460	462	2	5	#								
	%	96.5	95.0	0.4	1.0	AVG								

ACHIEVEMENT INDICATORS

ITBS/TAP MEDIAN PERCENTILES, 1989-90

Grade	1	2	3	4	5	6	7	8	9	10	11	12
Reading Comprehension	53	28	27	30	28							
Number of Students	18	179	80	84	81							
Mathematics Total	40	38	33	27	26							
Number of Students	18	173	78	87	81							
Composite	58	35	33	33	29							
Number of Students	18	167	77	83	81							

ROSE, SPRING 1989 TO SPRING 1990 MEAN GRADE EQUIVALENT

Grade	2	3	4	5	6	7	8	9	10	11	12
READING COMPREHENSION											
Number of Students	153	65	74	59							
1989 Grade Equivalent	1.7	2.5	3.3	3.8							
1990 Grade Equivalent	2.3	3.2	4.0	4.7							
Gain	0.7	0.7	0.7	0.9							
Predicted Score	2.5	3.2	4.0	4.8							
Over/Under Actual	-.1	0.0	0.0	-.1							
Significance	-	=	=	=							
MATHEMATICS TOTAL											
Number of Students	148	64	75	60							
1989 Grade Equivalent	1.8	2.9	3.3	4.2							
1990 Grade Equivalent	2.7	3.4	4.1	5.1							
Gain	0.9	0.5	0.8	0.9							
Predicted Score	2.8	3.4	4.2	5.2							
Over/Under Actual	-.1	-.1	-.1	-.1							
Significance	-	=	=	=							

TEAMS PERCENT MASTERING

Grade	3	5	7	9	11
Mathematics	80	71			
Number of Students	80	80			
Reading/Language Arts	79	76			
Number of Students	78	80			
Writing	82	70			
Number of Students	76	77			

KEY

• = Number of Students is Too Small for Analysis
+ = Exceeded Predicted Score
= = Achieved Predicted Score
- = Below Predicted Score
AVG= Average

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EXECUTIVE SUMMARY

ELEMENTARY
GRADES K-5

TEACH AND REACH, MATH SERVED, 1989-90

GROUP CHARACTERISTICS:	
Number of students in this group:	533
Percent low income:	82
Percent minority:	94
Percent female:	48
Percent limited English proficient(LEP):	0
Percent overage for their grade:	33
Percent special education students:	11
Percent gifted/talented students:	17

Major Findings

ITBS ACHIEVEMENT: The spring, 1990, Iowa Tests of Basic Skills (ITBS) median percentile scores of program students were compared to the 1988 national norms.

Out of 8 comparisons, program students' scores were...	Reading	Mathematics
Above the national norm in	0	0
At the national norm in	0	0
Below the national norm in	4	4

ITBS scores from spring, 1990, were compared to predicted levels of achievement by means of the Report on School Effectiveness (ROSE) procedure.

Out of 8 comparisons, program students' scores...	Reading	Mathematics
Exceeded predicted levels in	0	0
Achieved predicted levels in	4	4
Were below predicted levels in	0	0
Were too few for analysis in	0	0

TEAMS ACHIEVEMENT: Compared to the AISD averages in mathematics, reading, and writing, the percentages of program students mastering the TEAMS at grades 3 and 5 were:

	Reading	Mathematics	Writing
Higher in	0	0	1
The Same in	0	0	0
Lower in	2	2	1

ATTENDANCE: Compared with the attendance rates for elementary students districtwide:

	The program rate was...	AISD	Program
Fall, 1989	Higher	96.2%	96.4%
Spring, 1990	Higher	95.9%	96.2%

Compared to...	1989-90 program attendance was...
Program students in 1988-89	Fall: Lower Spring: Higher

DISCIPLINE: Compared with the percentages of students involved in discipline incidents at the elementary level districtwide:

	The program rate was...	AISD	Program
Fall, 1989	Higher	0.2%	0.8%
Spring, 1990	Higher	0.4%	2.1%

Compared to...	1989-90 program discipline was...	
Program students in 1988-89	Fall:	Higher
	Spring:	Higher

RETAINEES: Comparing the percentage of program students recommended in spring, 1990, for retention the following year with all AISD elementary students:

The program rate was...	AISD	Program
Lower	1.4%	1.3%

File name:TR@MATH

89.30

GENESYS

GENeric **E**valuation **SYS**tem

AUSTIN INDEPENDENT SCHOOL DISTRICT
DEPARTMENT OF MANAGEMENT INFORMATION
OFFICE OF RESEARCH AND EVALUATION

EVALUATION SUMMARY

PROGRAM/GROUP: TEACH AND REACH, MATH SERVED, 1989-90

PRINT DATE: 07/10/90

DEMOGRAPHIC INDICATORS

Grade	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
# Students:				77	197	96	163								533

	Sex		Ethnicity			Low		Overage	Special	Gifted/
	Male	Female	Black	Hispanic	Other	Income	LEP	For Grade	Education	Talented
#	275	258	466	33	34	437	1	175	61	92
%	52	48	87	6	6	82	0	33	11	17

PROGRESS INDICATORS

Dropouts: N/A

Retainees: **End of Year:** 1.3% **Beginning of Year:**

		Attendance		Disciplined			Credits		#F's		#No Grades		GPA	
		Fall	Spring	Fall	Spring		Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
89-90	#	530	518	4	11	#								
	%	96.4	96.2	0.8	2.1	AVG								
88-89	#	482	481	1	3	#								
	%	96.9	95.3	0.2	0.6	AVG								

ACHIEVEMENT INDICATORS

ITBS/TAP MEDIAN PERCENTILES, 1989-90

Grade	1	2	3	4	5	6	7	8	9	10	11	12
Reading Comprehension		30	30	24	32							
Number of Students		63	174	84	145							
Mathematics Total		42	32	23	32							
Number of Students		63	177	87	146							
Composite		34	35	26	33							
Number of Students		61	169	83	145							

ROSE, SPRING 1989 TO SPRING 1990 MEAN GRADE EQUIVALENT

Grade	2	3	4	5	6	7	8	9	10	11	12
READING COMPREHENSION											
Number of Students	52	138	68	105							
1989 Grade Equivalent	1.7	2.4	3.1	3.9							
1990 Grade Equivalent	2.4	3.3	3.8	5.0							
Gain	0.7	0.9	0.7	1.1							
Predicted Score	2.4	3.2	3.9	4.9							
Over/Under Actual	0.0	0.1	-.1	0.1							
Significance	=	=	=	=							
MATHEMATICS TOTAL											
Number of Students	53	135	68	106							
1989 Grade Equivalent	1.7	2.9	3.3	4.3							
1990 Grade Equivalent	2.8	3.5	4.0	5.3							
Gain	1.1	0.6	0.7	1.0							
Predicted Score	2.8	3.4	4.1	5.3							
Over/Under Actual	0.0	0.1	-.1	0.0							
Significance	=	=	=	=							

TEAMS PERCENT MASTERING

Grade	3	5	7	9	11
Mathematics	83	77			
Number of Students	181	148			
Reading/Language Arts	76	77			
Number of Students	177	148			
Writing	85	74			
Number of Students	170	144			

KEY

- • = Number of Students is Too Small for Analysis
- + = Exceeded Predicted Score
- = = Achieved Predicted Score
- - = Below Predicted Score
- AVG= Average

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AIM HIGH

AIM High is the District's gifted and talented program at grades 2 through 6. Generally, it appears to be making a positive impact on those involved.

- ITBS achievement results are more positive, than those found in 1988-89. One-year gains in 1988-89 exceeded predicted levels for high achievers districtwide in both reading and mathematics at grades 2, 4, and 5. This year, achievement gains over a one-year period also exceeded what would be predicted for high achievers in AISD at grade 3. In both years, gains were at the predicted level at grade 6.
- Attendance rates for elementary gifted students exceeded AISD rates; their involvement in discipline incidents was lower.
- No AIM High students were recommended for retention the following year; 1.4% of AISD elementary students were.

89.30

GENESYS PROGRAM DESCRIPTION

PROGRAM NAME:	AIM High Program (Gifted/Talented)
EVALUATION CONTACT:	David Wilkinson
PROGRAM CONTACT:	Bobbie Sanders

- Funding (Local, State, or Federal): 2/3 Local - 1/3 State
- Budget Allocation: $291,617
- Number of staff: 8.5
- Number of campuses with program: 64
- Eligibility/students served: 5,093
- Grades served: 2-6
- Source of file: Central computer file as of May, 1990
- Subject areas taught: Language arts, mathematics, science, art enrichment, bilingual language arts
- Program focus/goals/methods:

Goals & Objectives:

* To support existing AIM High Programs in language arts, mathematics, science, art, and bilingual language arts
* To develop and pilot a gifted program for grades K-1 in at least 10 schools
* To develop and pilot a gifted leadership program in at least 5 schools
* To implement a "lead-teacher" approach to teacher training, which must be provided for approximately 800 teachers

Instructional Arrangements:

* Homogeneous grouping of AIM High students (in large schools with enough students that are all identified as being AIM High)
* Grouping of AIM High students with students (not in AIM High) who are at next achievement level (schools with not enough AIM High students)
* Clustering within "regular" classrooms

EXECUTIVE SUMMARY

ELEMENTARY
GRADES 2-6

GIFTED AND TALENTED STUDENTS, 1989-90, GRADES 2-6

GROUP CHARACTERISTICS:	
Number of students in this group:	5093
Percent low income:	26
Percent minority:	31
Percent female:	50
Percent limited English proficient (LEP):	1
Percent overage for their grade:	12
Percent special education students:	1
Percent gifted/talented students:	100

Major Findings

ITBS ACHIEVEMENT: The spring, 1990, Iowa Tests of Basic Skills (ITBS) median percentile scores of program students were compared to the 1988 national norms.

Out of 10 comparisons, program students' scores were...	Reading	Mathematics
Above the national norm in	5	5
At the national norm in	0	0
Below the national norm in	0	0

ITBS scores from spring, 1990, were compared to predicted levels of achievement by means of the Report on School Effectiveness (ROSE) procedure.

Out of 10 comparisons, program students' scores...	Reading	Mathematics
Exceeded predicted levels in	4	4
Achieved predicted levels in	1	1
Were below predicted levels in	0	0
Were too few for analysis in	0	0

TEAMS ACHIEVEMENT: Compared to the AISD averages in mathematics, reading, and writing, the percentages of program students mastering the TEAMS at grades 3 and 5 were:

	Reading	Mathematics	Writing
Higher in	2	2	2
The Same in	0	0	0
Lower in	0	0	0

ATTENDANCE: Compared with the attendance rates for elementary students districtwide:

	The program rate was...	AISD	Program
Fall, 1989	Higher	96.2%	97.3%
Spring, 1990	Higher	95.9%	97.0%

Compared to...	1989-90 program attendance was...
Program students in 1988-89	Fall: Higher Spring: Higher

DISCIPLINE: Compared with the percentages of students involved in discipline incidents at the elementary level districtwide:

	The program rate was...	AISD	Program
Fall, 1989	Lower	0.2%	0.1%
Spring, 1990	Lower	0.4%	0.2%

Compared to...	1989-90 program discipline was...
Program students in 1988-89	Fall: The same Spring: Higher

RETAINEES: Comparing the percentage of program students recommended in spring, 1990, for retention the following year with all AISD elementary students:

The program rate was...	AISD	Program
Lower	1.4%	0.0%

File name: UCC.EVGENGT.ELEM90

89.30
GENESYS
GENeric Evaluation SYStem

AUSTIN INDEPENDENT SCHOOL DISTRICT
DEPARTMENT OF MANAGEMENT INFORMATION
OFFICE OF RESEARCH AND EVALUATION

EVALUATION SUMMARY

PROGRAM/GROUP: GIFTED AND TALENTED STUDENTS, 1989-90, GRADES 2-6 **PRINT DATE:** 07/10/90

DEMOGRAPHIC INDICATORS

Grade	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
# Students:				1022	1399	1243	1195	234							5093

	Sex		Ethnicity			Low		Overage	Special	Gifted/
	Male	Female	Black	Hispanic	Other	Income	LEP	For Grade	Education	Talented
#	2537	2556	495	1071	3527	1310	44	597	75	5093
%	50	50	10	21	69	26	1	12	1	100

PROGRESS INDICATORS

Dropouts: N/A

Retainees: End of Year: 0.0% Beginning of Year:

		Attendance		Disciplined			Credits		#F's		#No Grades		GPA	
		Fall	Spring	Fall	Spring		Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
89-90	#	5091	5092	3	12	#								
	%	97.3	97.0	0.1	0.2	AVG								
88-89	#	4917	4949	3	5	#								
	%	97.2	96.2	0.1	0.1	AVG								

ACHIEVEMENT INDICATORS

ITBS/TAP MEDIAN PERCENTILES, 1989-90

Grade	1	2	3	4	5	6	7	8	9	10	11	12
Reading Comprehension		87	78	78	77	82						
Number of Students		1014	1389	1236	1190	233						
Mathematics Total		93	84	83	86	86						
Number of Students		1015	1387	1238	1187	233						
Composite		92	85	84	83	87						
Number of Students		1009	1385	1232	1184	233						

ROSE, SPRING 1989 TO SPRING 1990 MEAN GRADE EQUIVALENT

Grade	2	3	4	5	6	7	8	9	10	11	12
READING COMPREHENSION											
Number of Students	939	1268	1136	1102	223						
1989 Grade Equivalent	3.0	4.0	5.0	6.0	7.2						
1990 Grade Equivalent	4.2	4.9	6.1	7.1	8.4						
Gain	1.3	0.9	1.1	1.1	1.2						
Predicted Score	4.0	4.7	5.8	7.0	8.3						
Over/Under Actual	0.2	0.2	0.2	0.1	0.1						
Significance	+	+	+	+	=						
MATHEMATICS TOTAL											
Number of Students	948	1265	1139	1099	225						
1989 Grade Equivalent	3.0	4.1	4.8	5.9	7.2						
1990 Grade Equivalent	4.1	4.8	5.9	7.1	8.2						
Gain	1.2	0.7	1.1	1.2	1.0						
Predicted Score	4.0	4.6	5.7	7.0	8.2						
Over/Under Actual	0.1	0.1	0.1	0.1	0.0						
Significance	+	+	+	+	=						

TEAMS PERCENT MASTERING

Grade	3	5	7	9	11
Mathematics	99	100			
Number of Students	1394	1193			
Reading/Language Arts	98	99			
Number of Students	1391	1188			
Writing	90	96			
Number of Students	1374	1173			

KEY

* = Number of Students is Too Small for Analysis
+ = Exceeded Predicted Score
= = Achieved Predicted Score
- = Below Predicted Score
AVG= Average

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SECONDARY HONORS PROGRAM

The Secondary Honors Program is the District's gifted and talented program at the secondary level. Large percentages of AISD middle/junior high and high school students take honors courses --29% and 30% in grades 6-8 and 9-12, respectively.

- Secondary honors students scored well above national norms on the ITBS and TAP in spring, 1990; gains from spring, 1989 to spring, 1990 exceeded predicted levels for other high achievers districtwide at all grades 6-12 in both reading and mathematics.
- Program students' attendance rates surpassed those of secondary students districtwide; their involvement in discipline incidents was lower.
- Few honors students dropped out of school (through the fifth six weeks of 1989-90)--.2% for both middle/junior high and high school students, compared to districtwide dropout rates of 3.6% and 9.4%, respectively.

GENESYS PROGRAM DESCRIPTION

PROGRAM NAME:	Secondary Honors Program
EVALUATION CONTACT:	David Wilkinson
PROGRAM CONTACT:	Al Suttles

- **Funding (Local, State, or Federal):** Local
- **Budget Allocation:** $96,085
- **Number of Staff:** 1 central administrator and regular campus staff assigned
- **Number of campuses with program:** 23
- **Eligibility/students served:** Students in middle/junior high or high school taking one or more honors courses
- **Grades served:** 6-12
- **Sources of file:** Student Grade Reporting (SGR) File as of May, 1990
- **Subject areas taught:** English/language arts, science, mathematics, and social studies; computer science and foreign language at high school only
- **Program focus/goals/methods:** A student in an honors course with:
  - * Function at higher skill levels
  - * Analyze more complex data to solve problems
  - * Cover material in greater depth
  - * Read at a higher level of comprehension
  - * Write with more independent self-initiated learning
  - * Place emphasis on the quality of learning activities rather than the quantity

---

EXECUTIVE SUMMARY

MIDDLE SCHOOL/JUNIOR HIGH
GRADES 6-8

GIFTED AND TALENTED STUDENTS, 1989-90, GRADES 6-8

GROUP CHARACTERISTICS:	
Number of students in this group:	3595
Percent low income:	16
Percent minority:	27
Percent female:	54
Percent limited English proficient(LEP):	0
Percent overage for their grade:	10
Percent special education students:	1
Percent gifted/talented students:	100

Major Findings

ITBS ACHIEVEMENT: The spring, 1990, Iowa Tests of Basic Skills (ITBS) median percentile scores of program students were compared to the 1988 national norms.

Out of 6 comparisons, program students' scores were...	Reading	Mathematics
Above the national norm in	3	3
At the national norm in	0	0
Below the national norm in	0	0

ITBS scores from spring, 1990, were compared to predicted levels of achievement by means of the Report on School Effectiveness (ROSE) procedure.

Out of 6 comparisons, program students' scores...	Reading	Mathematics
Exceeded predicted levels in	3	3
Achieved predicted levels in	0	0
Were below predicted levels in	0	0
Were too few for analysis in	0	0

TEAMS ACHIEVEMENT: Compared to the AISD averages in mathematics, reading, and writing, the percentages of program students mastering the TEAMS at grade 7 were:

	Reading	Mathematics	Writing
Higher in	x	x	x
The same in			
Lower in			

ATTENDANCE: Compared with the attendance rates for middle school/junior high districtwide:

	The program rate was...	AISD	Program
Fall, 1989	Higher	94.4%	97.0%
Spring, 1990	Higher	92.7%	96.1%

Compared to...	1989-90 program attendance was...
Program students in 1988-89	Fall: Higher Spring: Higher

DISCIPLINE: Compared with the percentages of students involved in discipline incidents at the middle school/junior high level districtwide:

	The program rate was...	AISD	Program
Fall, 1989	Lower	6.4%	1.3%
Spring, 1990	Lower	6.6%	1.6%

Compared to...	1989-90 program discipline was...
Program students in 1988-89	Fall: Higher Spring: Higher

GRADES: Compared with the GPA's for all AISD middle school/junior high students:

	The program rate was...	AISD	Program
Fall, 1989	Higher	84.2%	89.7%
Spring, 1990	Higher	84.3%	89.2%

Compared to...	1989-90 program GPA was...
Spring, 1989	Fall: Higher
Fall, 1989	Spring: Lower

RETAINEES/DROPOUTS: Comparing the percentage of program students recommended in spring, 1990, for retention the following year with all AISD middle school/junior high students:

The program rate was...	AISD	Program
Lower	7.8%	1.4%

Compared to the fifth six weeks dropout rate for middle school/junior high students for 1989-90:

The program rate was...	AISD	Program
Lower	3.6%	0.2%

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GENESYS

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AUSTIN INDEPENDENT SCHOOL DISTRICT
DEPARTMENT OF MANAGEMENT INFORMATION
OFFICE OF RESEARCH AND EVALUATION

EVALUATION SUMMARY

PROGRAM/GROUP: GIFTED AND TALENTED STUDENTS, 1989-90, GRADES 6-8 **PRINT DATE:** 07/10/90

DEMOGRAPHIC INDICATORS

Grade	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
# Students:								953	1261	1380					3595

	Sex		Ethnicity			Low		Overage	Special	Gifted/
	Male	Female	Black	Hispanic	Other	Income	LEP	For Grade	Education	Talented
#	1656	1938	368	590	2636	589	10	365	25	3595
%	46	54	10	16	73	16	0	10	1	100

PROGRESS INDICATORS

Dropouts: 0.2% END OF THE 5TH 6 WEEKS **Retainees:** **End of Year:** 1.4% **Beginning of Year:**

		Attendance		Disciplined			Credits		#F's		#No Grades		GPA	
		Fall	Spring	Fall	Spring		Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
89-90	#	3544	3574	45	56	#			3575	3531			3579	3546
	%	97.0	96.1	1.3	1.6	AVG			0.10	0.14			89.7	89.2
88-89	#	3235	3271	22	39	#			2157	2144			2157	2145
	%	96.9	95.9	0.6	1.1	AVG			0.08	0.11			90.0	89.7

ACHIEVEMENT INDICATORS

ITBS/TAP MEDIAN PERCENTILES, 1989-90

Grade	1	2	3	4	5	6	7	8	9	10	11	12
Reading Comprehension						78	77	76				
Number of Students						937	1243	1352				
Mathematics Total						80	90	73				
Number of Students						934	123	1340				
Composite						82	82	80				
Number of Students						930	1230	1333				

ROSE, SPRING 1989 TO SPRING 1990 MEAN GRADE EQUIVALENT

Grade	2	3	4	5	6	7	8	9	10	11	12
READING COMPREHENSION											
Number of Students					834	1082	1185				
1989 Grade Equivalent					7.1	8.1	9.0				
1990 Grade Equivalent					8.3	9.4	10.3				
Gain					1.2	1.3	1.3				
Predicted Score					8.0	9.2	10.1				
Over/Under Actual					0.2	0.2	0.2				
Significance					+	+	+				
MATHEMATICS TOTAL											
Number of Students					834	1071	1172				
1989 Grade Equivalent					7.0	8.1	8.9				
1990 Grade Equivalent					8.0	9.2	9.7				
Gain					1.0	1.1	0.9				
Predicted Score					7.8	9.0	9.6				
Over/Under Actual					0.1	0.1	0.1				
Significance					+	+	+				

TEAMS PERCENT MASTERING

Grade	3	5	7	9	11
Mathematics			100		
Number of Students			1242		
Reading/Language Arts			99		
Number of Students			1240		
Writing			97		
Number of Students			1221		

KEY

• = Number of Students is Too Small for Analysis
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AVG= Average

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EXECUTIVE SUMMARY

SENIOR HIGH
GRADES 9-12

GIFTED AND TALENTED STUDENTS, 1989-90

GROUP CHARACTERISTICS:	
Number of students in this group:	4473
Percent low income:	10
Percent minority:	28
Percent female:	56
Percent limited English proficient (LEP):	1
Percent overage for their grade:	11
Percent special education students:	0
Percent gifted/talented students:	100

Major Findings

TAP ACHIEVEMENT: The spring, 1990, Tests of Achievement and Proficiency (TAP) median percentile scores of program students were compared to the 1988 national norms.

Out of 8 comparisons, program students' scores were...	Reading	Mathematics
Above the national norm in	4	4
At the national norm in	0	0
Below the national norm in	0	0

TAP scores from spring, 1990, were compared to predicted levels of achievement by means of the Report on School Effectiveness (ROSE) procedure.

Out of 8 comparisons, program students' scores...	Reading	Mathematics
Exceeded predicted levels in	4	4
Achieved predicted levels in	0	0
Were below predicted levels in	0	0
Were too few for analysis in	0	0

TEAMS ACHIEVEMENT: Compared to the AISD averages in mathematics, reading, and writing, the percentages of program students mastering the TEAMS at grades 9 and 11 (first-time test takers) were:

	Reading/ Language Arts	Mathematics	Writing
Higher in	2	2	1
The same in	0	0	0
Lower in	0	0	0

ATTENDANCE: Compared with the attendance rates for senior high districtwide:

	The program rate was...	AISD	Program
Fall, 1989	Higher	92.6%	96.9%
Spring, 1990	Higher	90.8%	95.6%

Compared to...	1989-90 program attendance was...
Program students in 1988-89	Fall: Higher Spring: The same

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DISCIPLINE: Compared with the percentages of students involved in discipline incidents at the senior high level districtwide:

	The program rate was...	AISD	Program
Fall, 1989	Lower	4.2%	0.4%
Spring, 1990	Lower	4.4%	0.7%

Compared to...	1989-90 program discipline was...
Program students in 1988-89	Fall: Lower Spring: Lower

GRADES: Compared with the GPA's for all AISD senior high students:

	The program rate was...	AISD	Program
Fall, 1989	Higher	79.5%	87.2%
Spring, 1990	Higher	79.3%	86.5%

Compared to...	1989-90 program GPA was...
Program students in 1988-89	Fall: Lower Spring: Lower

RETAINEES/DROPOUTS: Comparing the percentage of program students recommended in spring, 1990, for retention the following year with all AISD senior high students:

The program rate was...	AISD	Program
Lower	16.4%	8.2%

Compared to the fifth six weeks dropout rate for senior high students for 1989-90:

The program rate was...	AISD	Program
Lower	9.4%	0.2%

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GENESYS

GENeric Evaluation SYStem

AUSTIN INDEPENDENT SCHOOL DISTRICT
DEPARTMENT OF MANAGEMENT INFORMATION
OFFICE OF RESEARCH AND EVALUATION

EVALUATION SUMMARY

PROGRAM/GROUP: GIFTED AND TALENTED STUDENTS, 1989-90, GRADES 9-12 **PRINT DATE:** 07/10/90

DEMOGRAPHIC INDICATORS

Grade	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
# Students:											1294	1139	1106	931	4473

	Sex		Ethnicity			Low		Overage	Special	Gifted/
	Male	Female	Black	Hispanic	Other	Income	LEP	For Grade	Education	Talented
#	1957	2513	454	792	3224	450	29	489	21	4473
%	44	56	10	18	72	10	1	11	0	100

PROGRESS INDICATORS

Dropouts: 0.2% END OF THE 5TH 6 WEEKS **Retainees:** **End of Year:** 8.2% **Beginning of Year:**

		Attendance		Disciplined			Credits		#F's		#No Grades		GPA	
		Fall	Spring	Fall	Spring		Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
89-90	#	4403	4465	18	31	#	4448	4454	4448	4454	4448	4454	4444	4450
	%	96.9	95.6	0.4	0.7	AVG	3.0	2.9	0.16	0.23	0.03	0.11	87.2	86.5
88-89	#	4066	4096	27	33	#	3171	3175	3171	3175	3171	3175	3171	3175
	%	96.8	95.6	0.6	0.7	AVG	3.0	3.0	0.13	0.16	0.01	0.02	87.4	87.3

ACHIEVEMENT INDICATORS

ITBS/TAP MEDIAN PERCENTILES, 1989-90

Grade	1	2	3	4	5	6	7	8	9	10	11	12
Reading Comprehension									83	84	82	79
Number of Students									1263	1105	1063	881
Mathematics Total									79	82	82	81
Number of Students									1264	1108	1064	883
Composite									83	82	81	78
Number of Students									1230	1091	1029	835

ROSE, SPRING 1989 TO SPRING 1990 MEAN GRADE EQUIVALENT

Grade	2	3	4	5	6	7	8	9	10	11	12
READING COMPREHENSION											
Number of Students								1051	972	929	789
1989 Grade Equivalent								10.5	14.0	15.2	16.2
1990 Grade Equivalent								14.1	15.4	16.0	16.5
Gain								3.6	1.4	0.8	0.3
Predicted Score								13.4	15.0	15.6	16.1
Over/Under Actual								0.7	0.4	0.4	0.4
Significance								+	+	+	+
MATHEMATICS TOTAL											
Number of Students								1061	971	931	796
1989 Grade Equivalent								9.9	13.8	14.8	15.8
1990 Grade Equivalent								13.4	15.1	15.7	16.0
Gain								3.5	1.3	0.9	0.2
Predicted Score								12.8	14.8	15.3	15.5
Over/Under Actual								0.6	0.2	0.3	0.5
Significance								+	+	+	+

TEAMS PERCENT MASTERING

Grade	3	5	7	9	11
Mathematics				99	97
Number of Students				1262	1048
Reading/Language Arts				99	99
Number of Students				1258	1050
Writing				81	
Number of Students				1246	

KEY

•	= Number of Students is Too Small for Analysis
+	= Exceeded Predicted Score
=	= Achieved Predicted Score
-	= Below Predicted Score
AVG	= Average

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GENESYS DEFINITIONS--EVALUATION SUMMARY

PROGRAM MEMBERSHIP--DESCRIPTIVE INFORMATION

For each program included in GENESYS, ORE or program staff define those to be included (see program descriptions). Most programs or groups are for students involved in 1988-89. Some (e.g., sixth graders, DARE, and TAP/AIP) are for groups served in 1987-88. Descriptive information provided for each program includes:

NUMBER SERVED: Total served (may be cumulative, semester, or one point in time count).

ETHNICITY: Percentage Black, Hispanic, and Other (includes White, Asian, and American Indian).

SEX: Percentage male and female.

LOW INCOME: Percentage eligible for free or reduced-price meals.

LEP: Percentage identified as limited in English proficiency (regular or special education) and served in bilingual, English-as-a-Second Language (ESL), or alternative programs as of the end of the year (or whenever GENESYS was run). Note: Some students "exit" or leave LEP status each May once English proficiency is attained.

OVERAGE FOR GRADE: Percentage older than expected for the grade by one or more years (as of September 1). Example: 1st graders 7 or more on September 1.

SPECIAL EDUCATION: Percentage of students in special education of any type.

GIFTED/TALENTED: Percentage of students in gifted/talented programs. At the elementary level, this means participation in the AIM High Program. Secondary students are counted as gifted if they take one or more honors courses.

OUTCOME INFORMATION

Outcome information, unless noted, accesses the most current data available through VSAM files on the computer. Variables include:

ATTENDANCE: Mean percentage attendance (days attended divided by days enrolled) for fall and spring of 1989-90 and 1988-89. Data for 1988-89 are for those enrolled in the 1989-90 program who were active in AISD in 1988-89.

ATTACHMENT 1
(Page 2 of 5)

DISCIPLINE: Percentage of students involved in serious discipline incidents (corporal punishment, suspension, expulsion) in fall and spring of 1989-90 and 1988-89.

GRADES: Indicates mean credits earned (CREDITS EARNED), number of F's (#F), number of courses with no grade (NO GRADE), and grade point average (GPA) for high school; indicates grade point averages and F's for junior high/middle school. Information is shown for fall and spring of 1989-90 and 1988-89. A normal course load is five or six classes (2.5 to 3.0 credits) per semester. The grade point average (GPA) is calculated without courses in which no grade has yet been assigned; it includes F's and passing grades based on a point system of 1-100 points with 70 as passing. The grade point scale for converting numerical scores to regular course grade points is included below:

Numerical Scores	Regular Course Grade Point	Honors Course Grade Point
97-100	4.5	5.0
93-96	4.0	4.5
90-92	3.5	4.0
87-89	3.0	3.5
83-86	2.5	3.0
80-82	2.0	2.5
77-79	1.5	2.0
73-76	1.0	1.5
70-72	.5	1.0

(Source for grades and credits: SGR History File--SGRH) (Source for conversion table: Board Policy Manual, Austin ISD, Volume 1)

DROPOUTS: Percentage of students who dropped out of school by the end of the fifth six weeks of the 1989-90 school year. The percentage who dropped out over the entire 1989-90 school year, including the summer of 1990, will be available in fall, 1990.

RETAINED: End of Year: Percentage of students recommended for retention as of May, 1990. NOTE: Some students may not eventually be retained, especially at the secondary level. Successful completion of summer school courses or correction of grades can result in promotion. Also, at the high school level, students repeat only courses failed. A "retained" label simply means students have not earned 5, 10, or 15 credits to be promoted to grades 10, 11, and 12, respectively. Also, some special education categories are listed as retained until schools provide promotion data. Beginning of Year: Percentage of students actually retained as of the beginning of the 1990-91 school year. This figure will be available in fall, 1990.

ITBS/TAP: Median percentiles (%iles) of group along with number of students tested in Reading Comprehension, Mathematics Total, and Composite. Composite scores include:

Grades 1-2: ITBS Vocabulary, Reading Comprehension, Mathematics Total, Spelling, and Word Analysis

Grades 3-8: ITBS Vocabulary, Reading Comprehension, Mathematics Total, Language Total, and Work Study Total

Grades 9-12: TAP Reading Comprehension, Mathematics Total, Written Expression, Using Information, Social Studies, and Science

TEAMS: Percentage and number of students tested who mastered each test--Reading, (Language Arts for Exit Level TEAMS, Mathematics, and Writing. Mastery levels are set yearly by TEA based on a scale score of 700 on each test.

ROSE: The Report on School Effectiveness (ROSE) compares Reading Comprehension and Mathematics Total grade equivalent (GE) scores for spring, 1989, and spring, 1990, to determine if gains achieved are above (+), below (-), or at (=) predicted levels based on regression analyses. All students in a grade in a program are treated as a group. ROSE predictions for groups with less than 20 students (*) are not reliable (and are therefore not shown). The gain, predicted score, and amount over or under the actual score compared to the predicted score for the group are shown for reference. See ORE Publication Letter 89.J for more information about the ROSE procedure.

All AISD comparison statistics were defined as shown above. Students were included if:

- In grades pre-K through 12.
- Actively attending a regular campus as of February 5, 1990. (The Alternative Learning Center and Robbins were included for both high school and middle school/junior high.)

GENESYS STATISTICS AND "OFFICIAL" AISD COUNTS

These definitions and inclusion rules vary slightly from those used for "official" AISD counts. For example, students were included in GENESYS if they were active as of midyear (February 5, 1990). Published districtwide ITBS/TAP median percentiles will therefore differ from those presented here because all test takers were included, whether or not they were active in February.

GENESYS COMPARISONS--EXECUTIVE SUMMARY

Outcome data for each group included in GENESYS are compared to national and District averages to provide a meaningful context for judgments about program effectiveness. The following comparisons are made.

Variable	Comparison
ITBS/TAP Achievement	1988 national norms; Predicted achievement with actual achievement
TEAMS Achievement	AISD averages in mathematics, reading (language arts at Exit Level), and writing
Attendance	AISD attendance rates
Discipline	AISD discipline rates
Grades (secondary only)	Grade point averages (GPA's) for all AISD students
Retainees	AISD retention rates
Dropouts (grades 7-12 only)	AISD dropout rates; Predicted rate with obtained dropout rate*

* To be implemented in summer, 1990

On all variables, comparisons are made to the appropriate grade or grade span--elementary (grades pre-K-6), middle/junior high (grades 6-8), and high school (grades 9-12). For example, performance on the ITBS by students in grade 3 in the GENESYS group is compared with the national norm for grade 3. The retention rate for high school students in a GENESYS group is compared with the retention rate for all AISD high school students.

On most of the above variables, the comparison made is to the AISD average or rate, in other words, to the general student population (at the appropriate grade span). There are two exceptions, one current and one forthcoming, in which the comparison is not to the general population:

1. By means of ROSE (see Pub. Letter 89.J), ITBS/TAP achievement levels for program students are compared with predicted achievement levels for students with similar characteristics.
2. Beginning in summer, 1990, the dropout rate predicted for program students will be compared with their actual dropout rate.

Many comparisons to the outcome data for program students could be made. Comparison to the general population contrasts the performance of the program group with that of students overall. This comparison has the advantage of pointing up clear differences in performance where the program group is highly select, e.g., honors students. On the other hand, comparisons like ROSE, which take into account the program students' characteristics, will continue to be sought so that GENESYS can become even more useful in the future. In the meantime, users desiring other comparison groups than the general population have the option to identify the students and have GENESYS run on the groups they define.

ATTACHMENT 2

SAMPLE GENESYS PRINTOUT FOR DATA BY STUDENT

```
06/22/90
                   ***CONFIDENTIAL   FOR USE BY AISD PROFESSIONAL STAFF ONLY***
                              GENESYS  - DATA BY STUDENT

                                                                                                                       |                 |       |              |     |                      GRADES                    |     |
                                                                                                                       |                 |       |              |     |  FALL                       SPRING             |     |
NAME  STUDENT ID  BIRTHDATE SCHOOL ETHNICITY SEX LOW INCOME GRADE LEP AGE SEPT 1 OVER AGE SPECIAL ED GIFT/TALENT      |      ITBS TAP   | TEAMS |  ATTENDANCE  | DIS-|  CREDITS # OF NO            CREDITS # OF NO   | DROP| RE-
                                                                                                                       |                 |       |              | CI- |  EARNED  F  GRADE GPA       EARNED  F  GRADE GPA | OUT | TAINED
                                                                                                                       | RC  MT  COMP    | R M W |  F  %  S     | PLINE|                                                 |     |
-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------
                         .                    .         Y |  .   .    . |       |  89   .  |  |  .   .  .   .       .   .  .   .   |  |
                         .                    .         Y |  .   .    . |       |   .   .  |  |  .   .  .   .       .   .  .   .   |  |
                         .                    .         Y |  .   .    . |       |   .   .  |  |  .   .  .   .       .   .  .   .   |  |
              30872 000 H M   11 Y 18 Y      Y |  1  25    2 |       |   .  98  |  |  .   .  .   .       .   .  .   .   |  | Y
              22272 002 O F   12   18        Y | 92  76    . |       |  98  97  |  | 4.0  0  0  90.0     2.5  0  0  93.0 |  |
              80975 002 O F Y 09   14        Y | 53  45   66 | Y Y Y |  99  97  |  | 3.0  0  0  84.2     2.5  0  0  80.6 |  |
              62773 002 H M   11   16        Y | 54  70   59 |   Y Y |  99  92  |  | 3.0  0  0  84.5     2.5  0  0  85.4 |  |
              51075 002 O F   09   14        Y | 94  90   94 | Y Y Y |  98  98  |  | 3.0  0  0  92.5     3.0  0  0  93.3 |  |
             123071 002 O F   12   18        Y | 98  86    . |       | 100  98  |  | 3.5  0  0  95.9     4.0  0  0  95.7 |  |
              70374 002 O M   09   15 Y      Y | 89  96   94 | Y Y Y | 100  99  |  | 3.0  0  0  91.3     3.0  0  0  91.0 |  |
             112371 002 O F   12   18        Y | 81  78   76 |       |  94  93  |  | 3.5  0  0  95.4     3.5  0  0  95.3 |  |
              41774 002 O M   10   15        Y | 95  96   91 |       |  94  95  |  | 3.0  0  0  89.5     3.0  0  0  89.2 |  |
             111973 002 H M   10   16        Y | 71  72   73 |       |  96  95  |  | 3.0  0  0  88.0     3.0  0  0  82.5 |  |
              40175 002 O F   09   14        Y | 75  95   90 | Y Y Y | 100 100  |  | 3.0  0  0  95.0     3.0  0  0  94.3 |  |
              72875 002 O F   09   14        Y | 89  49   85 | Y Y Y |  97  94  |  | 3.0  0  0  85.5     3.0  0  0  86.7 |  |
              21172 002 O F   12   18        Y | 99  97   99 |       | 100  99  |  | 3.0  0  0  96.5     3.0  0  0  99.5 |  |
             121673 002 O M   10   16        Y | 84  88   91 |       | 100  99  |  | 3.0  0  0  82.0     3.0  0  0  81.7 |  |
             123173 002 O M   10   16        Y | 93  79   79 |       |  99  97  |  | 3.0  0  0  87.2     3.0  0  0  87.2 |  |
              71972 002 O F   12   17        Y | 98  93   99 |       |  91  90  |  | 3.0  0  0  97.0     3.0  0  0  96.7 |  |
              61972 002 O F   12   17        Y | 96  94   88 |       | 100  98  |  | 3.5  0  0  95.2     3.0  0  0  93.3 |  |
              31875 002 O M   09   15        Y | 85  72   79 | Y Y Y | 100  98  |  | 3.0  0  0  91.2     3.0  0  0  86.3 |  |
             101273 002 O F   10   16        Y | 91  79   77 |       |  96  93  |  | 3.0  0  0  90.3     3.0  0  0  86.5 |  |
             111071 002 O F   12   18        Y | 81  86   78 |       | 100  98  |  | 3.0  0  0  94.0     3.0  0  0  89.0 |  |
              41772 002 O F   12   17        Y | 88  89   79 |       |  98  93  |  | 3.0  0  0  91.5     2.5  0  0  93.6 |  |
              80575 002 O M   09   14        Y | 99  90   95 | Y Y Y | 100  98  |  | 3.0  0  0  80.8     2.5  1  0  74.3 |  | Y
              62572 002 O F   12   17        Y | 72  57   69 |       |  96  95  |  | 2.5  0  0  89.0     2.5  0  0  90.4 |  |
              52275 002 O F   09   14        Y | 67  82   79 | Y Y Y |  98  97  |  | 3.5  0  0  94.1     3.0  0  0  89.0 |  |
              80773 002 O F   11   16        Y | 90  78   83 |   Y Y |  96  98  |  | 3.0  0  0  89.5     3.5  0  0  87.7 |  |
             100674 002 O F   09   15        Y | 92  99   98 | Y Y Y |  99 100  |  | 3.0  0  0  96.2     3.0  0  0  94.5 |  |
              80873 002 O M   11   16        Y | 73  70   76 |   Y Y |  99  99  |  | 3.0  0  0  82.2     2.5  0  1  83.6 |  |
              92674 002 O M   09   15        Y | 99  84   95 | Y Y Y |  99  97  |  | 3.0  0  0  89.7     3.0  0  0  88.0 |  |
             112773 002 O M   10   16        Y | 93  94   98 |       |  97  99  |  | 3.0  0  0  89.8     3.0  0  0  90.5 |  |
             120473 002 O F   10   16        Y | 87  79   83 |       |  99  99  |  | 3.0  0  0  91.2     3.0  0  0  88.8 |  |
              11073 002 O F   11   17        Y |  .   .    . |   Y Y |  96  99  |  | 3.0  0  0  94.3     3.0  0  0  94.0 |  |
             121475 002 O F   09   14        Y | 85  91   86 | Y Y Y |  99  99  |  | 3.0  0  0  87.8     3.0  0  0  91.2 |  |
             121973 002 O M   10   16        Y | 91  92   89 |       | 100 100  |  | 3.0  0  0  86.5     3.0  0  0  81.2 |  | Y
             103172 002 O F   11   17        Y | 68  70   69 |   Y Y |  98 100  |  | 3.0  0  0  85.7     3.0  0  0  84.7 |  | Y
              30272 002 O F   12   18        Y | 92  89   87 |       |  96  94  |  | 3.0  0  0  90.0     3.0  0  0  87.3 |  |
              12974 002 B F   10   16        Y | 91  60   61 |       |  96  93  |  | 3.0  0  0  83.7     3.0  0  0  84.5 |  |
             120274 002 O M   09   15        Y | 92  91   90 | Y Y Y | 100  95  |  | 3.0  0  0  88.3     3.0  0  0  87.5 |  |
              90874 002 H M   09   15 Y      Y | 53  67   70 | Y Y Y |  99  98  |  | 2.5  1  0  75.3     2.0  2  0  76.5 |  |
              82975 002 B F   09   14        Y | 78  67   66 | Y Y N |  99  99  |  | 3.0  0  0  82.5     3.0  0  0  81.2 |  |
              72172 002 O F   12   17        Y | 92  57   73 |       |  98  98  |  | 3.0  0  0  95.2     3.0  0  0  95.0 |  |
              92574 002 O M   09   15        Y | 88  81   90 | Y Y Y | 100  98  |  | 3.0  0  0  92.7     3.0  0  0  91.3 |  |
              72672 002 O F   12   17        Y | 84  97   82 |       | 100  97  |  | 3.0  0  0  91.7     2.5  0  0  92.2 |  |
             120474 002 O M   09   15        Y | 75  28   79 | Y Y Y |  96  97  |  | 2.5  1  0  72.7     2.0  2  0  76.3 |  | Y
              92073 002 O M   10   16        Y | 98  99   96 |       |  99  97  |  | 3.0  0  0  88.3     3.5  0  0  86.7 |  |
              41373 002 O F   11   16        Y | 81  86   76 |   Y Y | 100  95  |  | 3.0  0  0  91.7     3.0  0  0  92.2 |  | Y
             110771 002 O F   12   18        Y | 68  47   46 |       | 100 100  |  | 2.5  0  0  91.2     3.0  0  0  91.3 |  |
             121275 002 O M   09   14        Y | 72  56   75 | Y Y Y |  96  98  |  | 2.5  1  0  72.8     3.0  0  0  81.3 |  |
              10474 002 O F   10   16        Y | 71  76   80 |       |  99  95  |  | 3.0  0  0  82.2     3.0  0  0  80.8 |  |
              71974 002 O M   10   15        Y | 80  64   80 |       |  94  94  |  | 3.0  0  0  85.2     3.0  0  0  80.0 |  | Y
              12974 002 O F   10   16        Y | 99  99   99 |       | 100 100  |  | 3.0  0  0  94.0     3.0  0  0  92.3 |  |
             111572 002 O F   12   17        Y | 96  94   89 |       | 100  99  |  | 3.0  0  0  91.0     2.5  0  0  93.8 |  |
              22372 002 O M   12   18        Y | 92  95   97 |       | 100  94  |  | 2.5  0  0  92.2     2.5  0  0  93.2 |  |
              92873 002 O F   11   16        Y | 97  99   99 |   Y Y | 100  94  |  | 3.0  0  0  95.0     3.0  0  0  95.8 |  |
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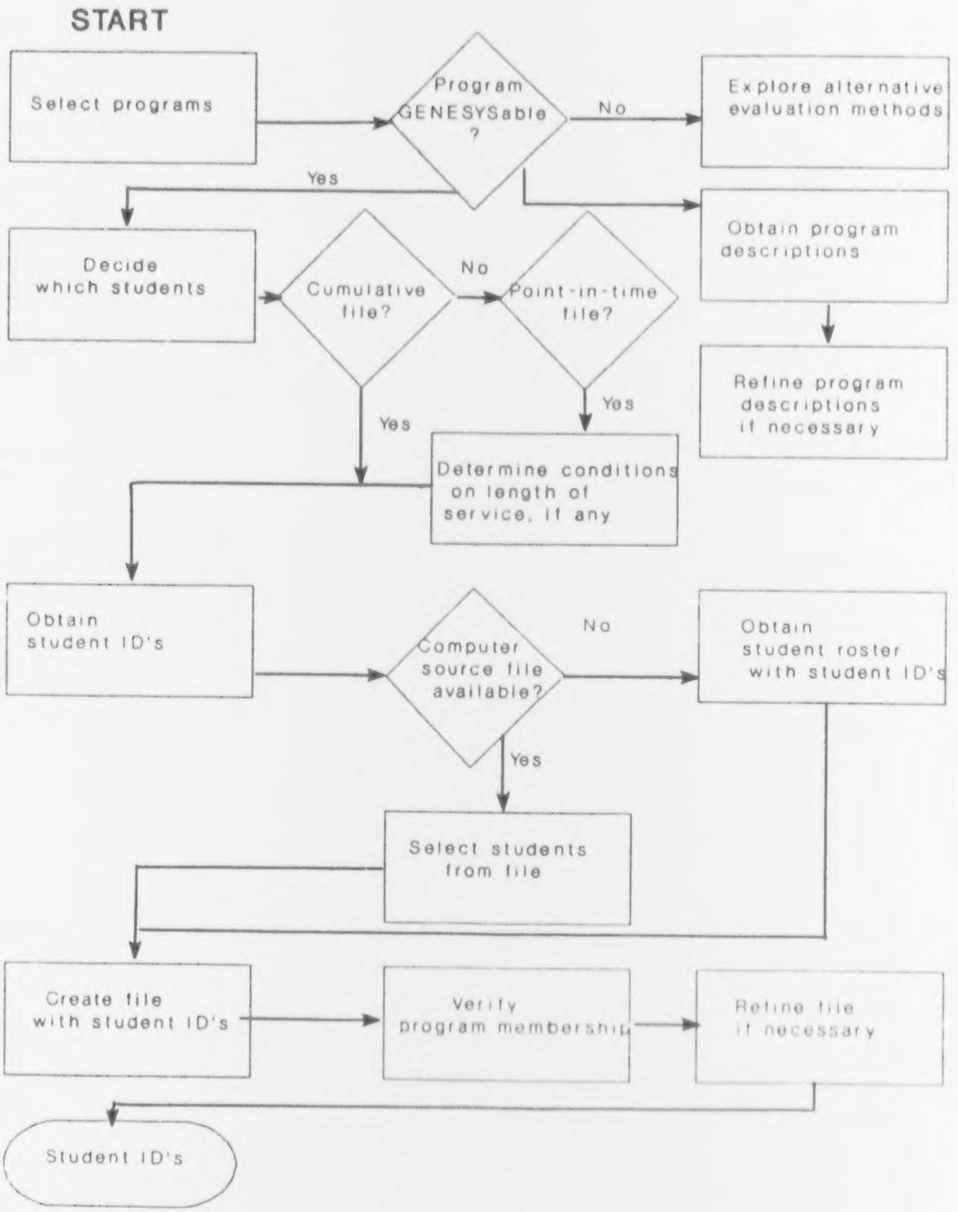
ATTACHMENT 3
(Page 1 of 3)

GENESYS "BEFORE" PROCESSING


START
Select programs
Program GENESYSable ?
No
Explore alternative evaluation methods
Yes
Obtain program descriptions
Refine program descriptions if necessary
Decide which students
Cumulative file?
No
Point-in-time file?
Yes
Yes
Determine conditions on length of service, if any
Obtain student ID's
Computer source file available?
No
Obtain student roster with student ID's
Yes
Select students from file
Create file with student ID's
Verify program membership
Refine file if necessary
Student ID's

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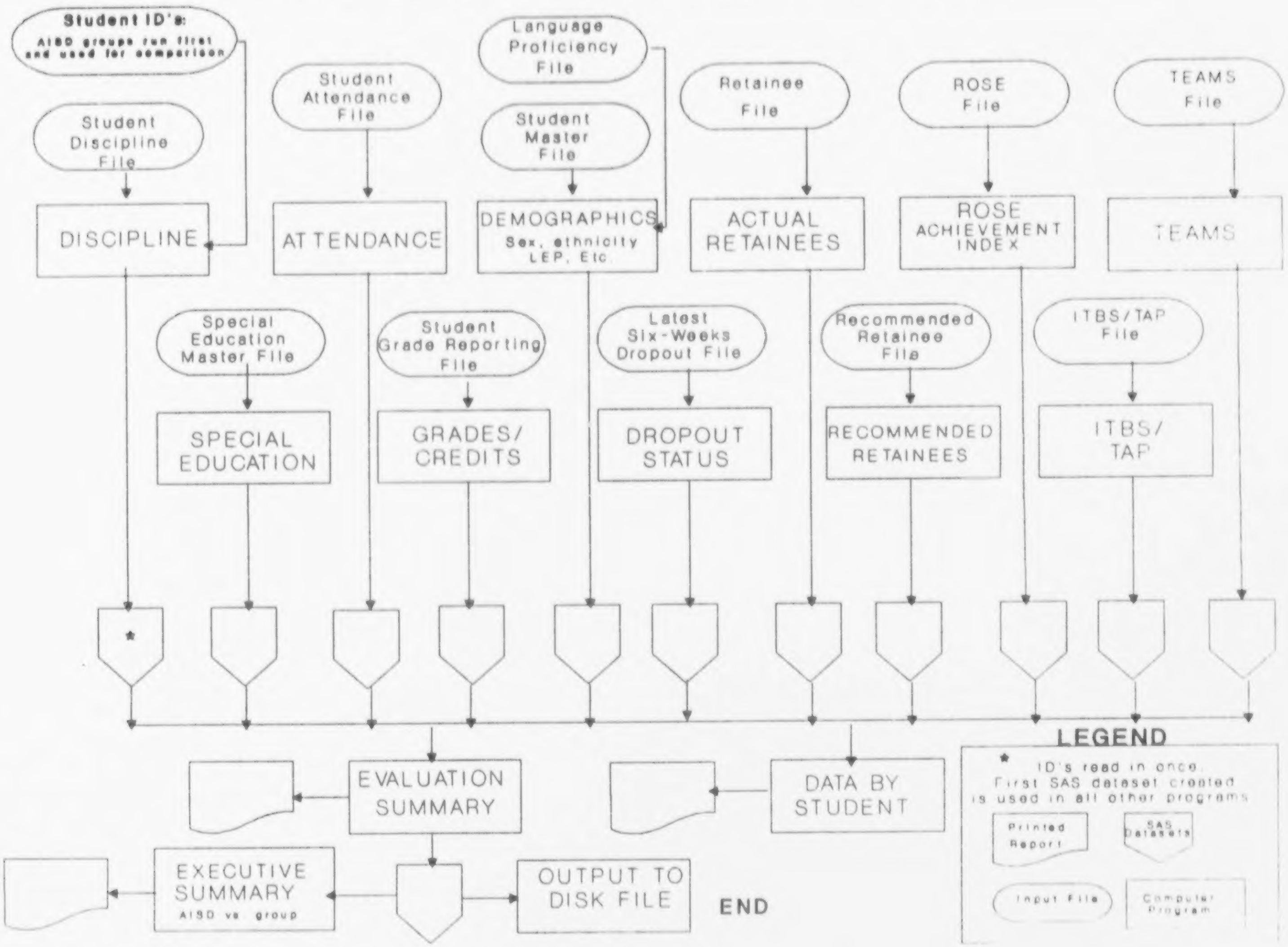
GENESYS "DURING" PROCESSING


START
Student ID's:
AISD groups run first and used for comparison
Student Discipline File
DISCIPLINE
Student Attendance File
ATTENDANCE
Language Proficiency File
Student Master File
DEMOGRAPHICS
Sex, ethnicity LEP, Etc.
Retainee File
ACTUAL RETAINEES
ROSE File
ROSE ACHIEVEMENT INDEX
TEAMS File
TEAMS
Special Education Master File
SPECIAL EDUCATION
Student Grade Reporting File
GRADES/ CREDITS
Latest Six-Weeks Dropout File
DROPOUT STATUS
Recommended Retainee File
RECOMMENDED RETAINEES
ITBS/TAP File
ITBS/ TAP
*
EVALUATION SUMMARY
DATA BY STUDENT
EXECUTIVE SUMMARY
AISD vs group
OUTPUT TO DISK FILE
END
LEGEND
* ID's read in once. First SAS dataset created is used in all other programs
Printed Report
SAS Datasets
Input File
Computer Program

ATTACHMENT 3
(Page 2 of 3)

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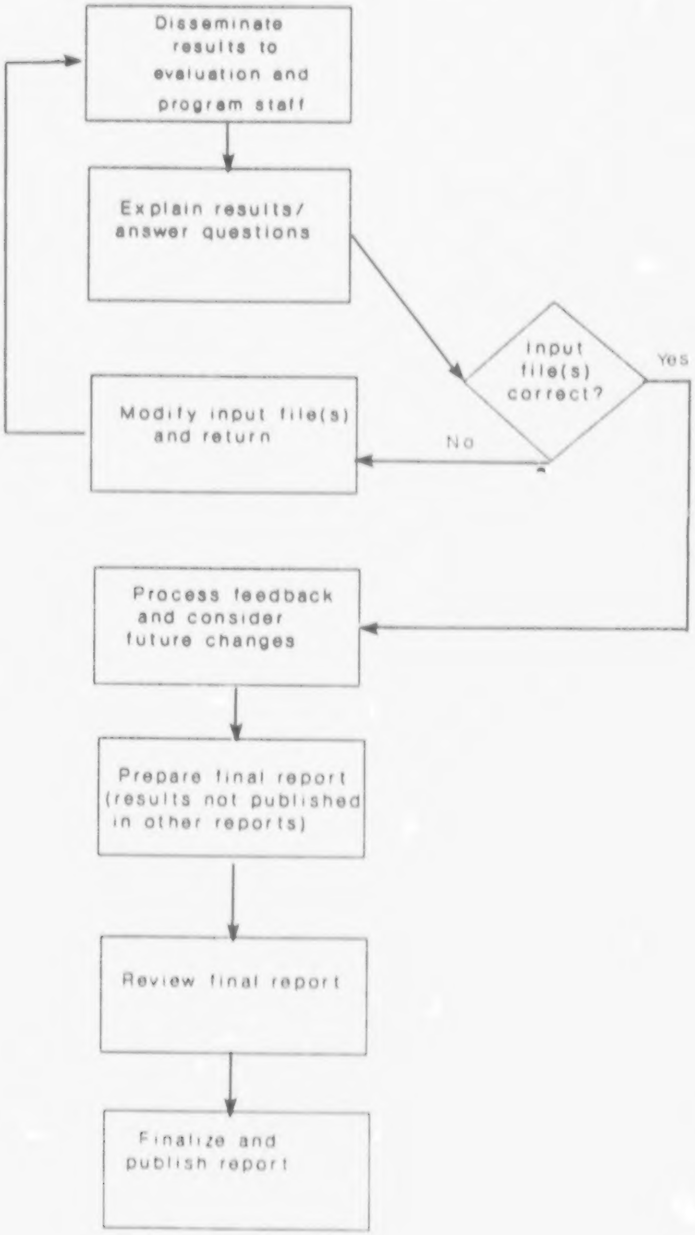
GENESYS "AFTER" PROCESSING


Disseminate results to evaluation and program staff
Explain results/ answer questions
Input file(s) correct?
Yes
No
Modify input file(s) and return
Process feedback and consider future changes
Prepare final report (results not published in other reports)
Review final report
Finalize and publish report

GENESYS CROSS-PROGRAM COMPARISON
FALL, 1989
TABLE 1 - DEMOGRAPHIC INDICATORS

PROGRAM	GRADE LEVELS	% MALE	% FEMALE	% BLACK	% HISPANIC	% OTHER	% LOW INCOME	% LEP	% OVERAGE	% SPECIAL ED	% GIFTED/ TALENTED	TOTAL N
LEP PARENT DENIALS, 1989-90, GRADES K-6	K-6	53	47	6	82	13	84	0	34	19	2	174
PROJECT ASSIST 1989-90	PK-6	76	24	54	25	21	75	3	39	13	10	163
ACADEMIC DECATHLON 1989-90	11-1	45	55	6	10	83	8	0	9	1	76	78
KEALING MATH CURRICULUM REVIEW 1989-90	6-8	49	51	41	20	39	43	3	33	4	40	213
LEP PARENT DENIALS, 1989-90, GRADES 6-8	6-8	49	51	1	91	8	90	0	69	11	4	197
SERVED LEP STUDENTS, 1989-90, GRADES 6-8	6-8	57	43	0	90	9	91	100	69	20	2	507
ROBBINS, FALL, 1989, GRADES 6-8	6-8	70	30	15	66	20	62	5	100	3	0	102
TEENAGE PARENT CENTER, FALL, 1989, GRADES 6-	6-8	0	100	33	58	8	92	8	83	67	0	12
ALC, FALL, 1989, BEHAVIORAL STUDENTS, GRADES	6-8	76	24	33	52	15	70	7	82	11	1	95
CVAE, FALL, 1989, GRADES 6-8	6-8	58	42	22	57	22	49	5	51	22	29	65
CIS, FALL, 1989, GRADES 6-8	6-8	52	48	16	72	12	84	8	92	4	4	25
ALC, FALL, 1989, OVERAGE STUDENTS, GRADES 7-	7-8	68	32	28	62	11	74	6	99	6	0	77
WIN, FALL, 1989, GRADES 7-8	7-8	69	31	23	62	15	69	8	72	3	5	39
ACADEMIC INCENTIVE PROGRAM, FALL, 1989	8	62	38	30	61	9	77	3	99	13	0	69
RENAISSANCE PROGRAM AT JOHNSTON, FALL, 1989	9	46	54	24	66	10	49	6	54	3	1	93
LIBERAL ARTS ACADEMY AT JOHNSTON, FALL, 1989	9-10	32	68	14	23	63	18	1	9	1	98	145
LEP PARENT DENIALS, 1989-90, GRADES 9-12	9-12	57	43	0	70	30	50	0	82	8	9	514
SERVED LEP STUDENTS, 1989-90, GRADES 9-12	9-12	60	40	1	82	17	62	55	83	13	4	847
ROBBINS, FALL, 1989, GRADES 9-12	9-12	53	47	36	39	24	44	2	86	6	0	188
TEENAGE PARENT CENTER, FALL, 1989, GRADES 9-	9-12	0	100	46	38	16	83	1	76	89	0	111
EVENING SCHOOL, FALL, 1989, GRADES 9-12	9-12	70	30	22	37	41	4	0	96	3	0	76
ALC, FALL, 1989, BEHAVIORAL STUDENTS, GRADES	9-12	83	17	54	34	12	54	6	83	13	0	140
CVAE, FALL, 1989, GRADES 9-12	9-12	57	43	23	57	21	39	7	87	17	0	421
CIS, FALL, 1989, GRADES 9-12	9-12	32	68	12	61	27	39	2	85	11	2	45
MENTOR, FALL, 1989	9-12	52	48	30	46	23	45	5	55	5	7	135
SENIORS RECEIVING PAL SERVICES, FALL, 1989	9-12	59	41	31	34	35	54	5	53	19	4	296
PEAK, FALL, 1989	9-12	61	39	38	35	27	39	3	81	10	3	117
ZENITH, FALL, 1989, GRADES 9-12	9-12	57	43	15	48	37	24	3	99	5	0	210
JOHNSTON DROPOUT RECOVERY PROGRAM, FALL, 198	9-12	61	39	17	74	9	35	9	61	4	0	23

ATTACHMENT 4
(Page 1 of 5)

GENESYS CROSS-PROGRAM COMPARISON
FALL, 1989
TABLE 2 - PROGRESS INDICATORS

PROGRAM	GRADE LEVELS	ATTENDANCE								DISCIPLINE							
		FALL 88		SPRING 89		FALL 89		SPRING 90		FALL 88		SPRING 89		FALL 89		SPRING 90	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
LEP PARENT DENIALS, 1989-90, GRADES K-6	K-6	130	95.5	129	94.7	169	95.3			0	0.0	1	0.6	1	0.6		
PROJECT ASSIST 1989-90	PK-6	135	95.4	135	92.5	160	95.3			0	0.0	5	3.1	0	0.0		
ACADEMIC DECATHLON 1989-90	11-1	71	96.3	73	95.5	77	97.0			0	0.0	0	0.0	1	1.3		
KEALING MATH CURRICULUM REVIEW 1989-90	6-8	196	94.6	194	94.0	210	95.0			8	3.8	5	2.3	3	1.4		
LEP PARENT DENIALS, 1989-90, GRADES 6-8	6-8	184	92.8	191	89.8	197	91.1			7	3.6	24	12.2	20	10.2		
SERVED LEP STUDENTS, 1989-90, GRADES 6-8	6-8	412	94.1	422	92.8	507	93.6			27	5.3	24	4.7	39	7.7		
ROBBINS, FALL, 1989, GRADES 6-8	6-8	90	81.9	88	75.3	102	75.9			23	22.5	23	22.5	6	5.9		
TEENAGE PARENT CENTER, FALL, 1989, GRADES	6-8	11	63.3	8	36.9	.	.			3	25.0	0	0.0	0	0.0		
ALC, FALL, 1989, BEHAVIORAL STUDENTS, GRAD	6-8	80	87.1	82	80.8	93	72.7			24	25.3	39	41.1	20	21.1		
CVAE, FALL, 1989, GRADES 6-8	6-8	60	93.0	61	91.8	64	91.3			7	10.8	1	1.5	2	3.1		
CIS, FALL, 1989, GRADES 6-8	6-8	22	88.5	22	84.7	25	87.7			1	4.0	2	8.0	1	4.0		
ALC, FALL, 1989, OVERAGE STUDENTS, GRADES	7-8	64	81.7	59	70.5	75	70.4			20	26.0	16	20.8	2	2.6		
WIN, FALL, 1989, GRADES 7-8	7-8	37	88.8	38	82.0	39	86.0			2	5.1	11	28.2	3	7.7		
ACADEMIC INCENTIVE PROGRAM, FALL, 1989	8	62	88.5	63	84.6	68	89.9			9	13.0	13	18.8	5	7.2		
RENAISSANCE PROGRAM AT JOHNSTON, FALL, 198	9	91	94.3	92	91.8	92	88.4			7	7.5	15	16.1	1	1.1		
LIBERAL ARTS ACADEMY AT JOHNSTON, FALL, 19	9-10	132	95.7	134	95.2	145	97.3			2	1.4	0	0.0	0	0.0		
LEP PARENT DENIALS, 1989-90, GRADES 9-12	9-12	347	88.4	322	85.4	313	89.2			29	5.6	19	3.7	8	1.6		
SERVED LEP STUDENTS, 1989-90, GRADES 9-12	9-12	498	89.4	470	87.1	494	89.2			31	3.7	29	3.4	10	1.2		
ROBBINS, FALL, 1989, GRADES 9-12	9-12	181	86.7	182	81.5	188	83.3			25	13.3	23	12.2	12	6.4		
TEENAGE PARENT CENTER, FALL, 1989, GRADES	9-12	82	83.2	83	70.8	30	77.6			13	11.7	5	4.5	1	0.9		
EVENING SCHOOL, FALL, 1989, GRADES 9-12	9-12	41	80.1	29	69.8	75	80.9			2	2.6	2	2.6	0	0.0		
ALC, FALL, 1989, BEHAVIORAL STUDENTS, GRAD	9-12	128	86.6	128	80.5	139	74.7			46	32.9	47	33.6	27	19.3		
CVAE, FALL, 1989, GRADES 9-12	9-12	375	86.9	367	81.6	419	83.7			30	7.1	42	10.0	17	4.0		
CIS, FALL, 1989, GRADES 9-12	9-12	36	89.8	33	84.1	42	76.0			2	4.4	0	0.0	1	2.2		
MENTOR, FALL, 1989	9-12	126	91.9	130	89.1	136	91.7			11	8.1	15	11.1	3	2.2		
SENIORS RECEIVING PAL SERVICES, FALL, 1989	9-12	102	93.1	105	91.1	122	90.2			20	6.8	25	8.4	11	3.7		
PEAK, FALL, 1989	9-12	97	86.4	97	81.3	107	81.8			17	14.5	13	11.1	8	6.8		
ZENITH, FALL, 1989, GRADES 9-12	9-12	182	81.6	170	72.6	210	82.1			11	5.2	11	5.2	5	2.4		
JOHNSTON DROPOUT RECOVERY PROGRAM, FALL, 1	9-12	21	86.8	19	81.8	22	65.7			2	8.7	4	17.4	1	4.3		

ATTACHMENT 4
(Page 2 of 5)

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GENESYS CROSS-PROGRAM COMPARISON
FALL, 1989
TABLE 3 - PROGRESS INDICATORS

PROGRAM	GRADE LEVELS	CREDITS EARNED								NG'S							
		FALL 88		SPRING 89		FALL 89		SPRING 90		FALL 88		SPRING 89		FALL 89		SPRING 90	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
LEP PARENT DENIALS, 1989-90, GRADES K-6	K-6	.	.	.	.	.	.			.	.	.	.	.	.		
PROJECT ASSIST 1989-90	PK-6	.	.	.	.	.	.			.	.	.	.	.	.		
ACADEMIC DECATHLON 1989-90	11-1	76	3.0	77	3.0	77	3.0			76	0.00	77	0.00	77	0.12		
KEALING MATH CURRICULUM REVIEW 1989-90	6-8	.	.	.	.	.	.			.	.	.	.	.	.		
LEP PARENT DENIALS, 1989-90, GRADES 6-8	6-8	.	.	.	.	.	.			.	.	.	.	.	.		
SERVED LEP STUDENTS, 1989-90, GRADES 6-8	6-8	.	.	.	.	.	.			.	.	.	.	.	.		
ROBBINS, FALL, 1989, GRADES 6-8	6-8	.	.	.	.	.	.			.	.	.	.	.	.		
TEENAGE PARENT CENTER, FALL, 1989, GRADES	6-8	.	.	.	.	.	.			.	.	.	.	.	.		
ALC, FALL, 1989, BEHAVIORAL STUDENTS, GRAD	6-8	.	.	.	.	.	.			.	.	.	.	.	.		
CVAE, FALL, 1989, GRADES 6-8	6-8	.	.	.	.	.	.			.	.	.	.	.	.		
CIS, FALL, 1989, GRADES 6-8	6-8	.	.	.	.	.	.			.	.	.	.	.	.		
ALC, FALL, 1989, OVERAGE STUDENTS, GRADES	7-8	.	.	.	.	.	.			.	.	.	.	.	.		
WIN, FALL, 1989, GRADES 7-8	7-8	.	.	.	.	.	.			.	.	.	.	.	.		
ACADEMIC INCENTIVE PROGRAM, FALL, 1989	8	.	.	.	.	.	.			.	.	.	.	.	.		
RENAISSANCE PROGRAM AT JOHNSTON, FALL, 198	9	1	2.0	1	0.0	90	1.5			1	0.00	1	0.00	90	0.56		
LIBERAL ARTS ACADEMY AT JOHNSTON, FALL, 19	9-10	61	3.2	61	3.3	144	3.2			61	0.00	61	0.08	144	0.10		
LEP PARENT DENIALS, 1989-90, GRADES 9-12	9-12	254	2.1	249	2.0	287	1.9			254	0.18	249	0.17	287	0.50		
SERVED LEP STUDENTS, 1989-90, GRADES 9-12	9-12	334	2.0	313	2.1	458	1.9			334	0.19	313	0.33	458	0.45		
ROBBINS, FALL, 1989, GRADES 9-12	9-12	127	2.5	147	2.2	153	1.7			127	0.24	147	0.22	153	0.85		
TEENAGE PARENT CENTER, FALL, 1989, GRADES	9-12	74	1.9	65	1.5	85	1.9			74	0.28	65	0.37	85	0.25		
EVENING SCHOOL, FALL, 1989, GRADES 9-12	9-12	33	1.7	27	1.2	7	3.2			33	0.48	27	0.15	7	0.00		
ALC, FALL, 1989, BEHAVIORAL STUDENTS, GRAD	9-12	94	1.1	94	0.8	100	1.0			94	0.65	94	0.46	100	0.71		
CVAE, FALL, 1989, GRADES 9-12	9-12	348	1.8	341	1.6	389	1.3			348	0.41	341	0.42	389	0.45		
CIS, FALL, 1989, GRADES 9-12	9-12	26	2.0	29	1.3	38	0.8			26	0.19	29	0.52	38	0.76		
MENTOR, FALL, 1989	9-12	55	2.5	56	2.2	126	1.7			55	0.04	56	0.11	126	0.40		
SENIORS RECEIVING PAL SERVICES, FALL, 1989	9-12	32	2.1	36	2.0	64	1.6			32	0.22	36	0.25	64	0.88		
PEAK, FALL, 1989	9-12	42	1.6	47	1.3	86	1.3			42	0.21	47	0.38	86	1.02		
ZENITH, FALL, 1989, GRADES 9-12	9-12	173	1.6	147	1.1	162	0.8			173	0.29	147	0.26	162	0.29		
JOHNSTON DROPOUT RECOVERY PROGRAM, FALL, 1	9-12	12	1.4	10	0.8	22	0.0			12	0.25	10	0.50	22	0.09		

ATTACHMENT 4
(Page 3 of 5)

GENESYS CROSS-PROGRAM COMPARISON
FALL, 1989
TABLE 4 - PROGRESS INDICATORS

PROGRAM	GRADE LEVELS	F'S								GPA'S							
		FALL 88		SPRING 89		FALL 89		SPRING 90		FALL 88		SPRING 89		FALL 89		SPRING 90	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
LEP PARENT DENIALS, 1989-90, GRADES K-6	K-6	.	.	.	.	.	.			.	.	.	.	.	.		
PROJECT ASSIST 1989-90	PK-6	.	.	.	.	.	.			.	.	.	.	.	.		
ACADEMIC DECATHLON 1989-90	11-1	76	0.22	77	0.19	77	0.04			76	87.9	77	88.6	77	90.1		
KEALING MATH CURRICULUM REVIEW 1989-90	6-8	113	0.88	110	0.79	213	0.65			113	81.3	110	81.4	205	82.9		
LEP PARENT DENIALS, 1989-90, GRADES 6-8	6-8	133	1.62	126	1.59	167	0.92			133	75.7	126	74.7	163	79.5		
SERVED LEP STUDENTS, 1989-90, GRADES 6-8	6-8	273	0.88	259	0.85	468	0.65			273	79.4	259	79.8	449	81.6		
ROBBINS, FALL, 1989, GRADES 6-8	6-8	82	3.41	64	3.88	8	0.63			82	66.9	64	62.7	8	69.9		
TEENAGE PARENT CENTER, FALL, 1989, GRADES	6-8	6	2.50	2	5.50	1	0.00			6	70.8	2	52.7	1	88.8		
ALC, FALL, 1989, BEHAVIORAL STUDENTS, GRAD	6-8	60	2.42	32	2.50	37	3.51			60	72.2	32	70.4	35	60.9		
CVAE, FALL, 1989, GRADES 6-8	6-8	61	0.67	61	0.72	63	0.89			61	82.0	61	81.3	63	80.2		
CIS, FALL, 1989, GRADES 6-8	6-8	22	3.41	19	2.68	16	0.44			22	70.5	19	71.6	14	82.6		
ALC, FALL, 1989, OVERAGE STUDENTS, GRADES	7-8	49	3.22	28	4.00	2	1.00			49	68.8	28	65.7	2	77.2		
WIN, FALL, 1989, GRADES 7-8	7-8	37	3.30	34	3.59	36	1.56			37	69.3	34	68.7	28	70.3		
ACADEMIC INCENTIVE PROGRAM, FALL, 1989	8	52	2.79	48	3.44	48	0.48			52	72.0	48	69.1	42	80.4		
RENAISSANCE PROGRAM AT JOHNSTON, FALL, 198	9	1	0.00	1	6.00	90	2.38			1	75.8	1	54.8	90	69.3		
LIBERAL ARTS ACADEMY AT JOHNSTON, FALL, 19	9-10	61	0.31	61	0.23	144	0.26			61	84.8	61	86.2	144	85.7		
LEP PARENT DENIALS, 1989-90, GRADES 9-12	9-12	254	1.54	249	1.72	287	1.47			254	74.3	246	74.0	281	73.5		
SERVED LEP STUDENTS, 1989-90, GRADES 9-12	9-12	334	1.54	313	1.36	458	1.45			331	74.5	308	75.8	456	74.7		
ROBBINS, FALL, 1989, GRADES 9-12	9-12	127	1.50	147	1.16	153	0.88			127	73.9	147	76.3	147	75.2		
TEENAGE PARENT CENTER, FALL, 1989, GRADES	9-12	74	1.85	65	2.45	85	1.18			73	72.0	65	68.4	83	77.6		
EVENING SCHOOL, FALL, 1989, GRADES 9-12	9-12	33	2.03	27	3.15	7	0.00			33	68.6	27	65.7	7	80.9		
ALC, FALL, 1989, BEHAVIORAL STUDENTS, GRAD	9-12	94	2.97	94	3.57	100	3.35			93	65.3	94	60.9	97	64.6		
CVAE, FALL, 1989, GRADES 9-12	9-12	348	1.88	341	2.02	389	1.80			346	70.8	332	69.1	375	67.5		
CIS, FALL, 1989, GRADES 9-12	9-12	26	1.58	29	2.41	38	2.58			26	73.1	29	66.4	38	62.3		
MENTOR, FALL, 1989	9-12	55	0.93	56	1.39	126	2.06			55	78.0	56	75.8	126	71.2		
SENIORS RECEIVING PAL SERVICES, FALL, 1989	9-12	32	1.38	36	1.42	64	1.55			32	76.8	36	76.8	63	73.1		
PEAK, FALL, 1989	9-12	42	2.52	47	2.83	86	2.14			42	68.9	47	66.1	85	68.9		
ZENITH, FALL, 1989, GRADES 9-12	9-12	173	2.35	147	2.67	162	0.72			171	67.3	137	62.8	120	70.1		
JOHNSTON DROPOUT RECOVERY PROGRAM, FALL, 1	9-12	12	2.83	10	3.80	22	5.86			12	66.7	10	62.4	22	50.1		

ATTACHMENT 4
(Page 4 of 5)

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GENESYS CROSS-PROGRAM COMPARISON
FALL, 1989
TABLE 5 - PROGRESS INDICATORS

PROGRAM	GRADE LEVELS	3RD 6 WKS DROPOUTS %	END-OF-YEAR RETAINEES %	BEGINNING-OF-YEAR RETAINEES %
LEP PARENT DENIALS, 1989-90, GRADES K-6	K-6	0.0		
PROJECT ASSIST 1989-90	PK-6	0.0		
ACADEMIC DECATHLON 1989-90	11-1	0.0		
KEALING MATH CURRICULUM REVIEW 1989-90	6-8	0.0		
LEP PARENT DENIALS, 1989-90, GRADES 6-8	6-8	0.5		
SERVED LEP STUDENTS, 1989-90, GRADES 6-8	6-8	1.4		
ROBBINS, FALL, 1989, GRADES 6-8	6-8	25.5		
TEENAGE PARENT CENTER, FALL, 1989, GRADES 6-8	6-8	0.0		
ALC, FALL, 1989, BEHAVIORAL STUDENTS, GRADES 6-8	6-8	10.5		
CVAE, FALL, 1989, GRADES 6-8	6-8	0.0		
CIS, FALL, 1989, GRADES 6-8	6-8	4.0		
ALC, FALL, 1989, OVERAGE STUDENTS, GRADES 7-8	7-8	28.6		
WIN, FALL, 1989, GRADES 7-8	7-8	0.0		
ACADEMIC INCENTIVE PROGRAM, FALL, 1989	8	1.4		
RENAISSANCE PROGRAM AT JOHNSTON, FALL, 1989	9	3.2		
LIBERAL ARTS ACADEMY AT JOHNSTON, FALL, 1989	9-10	0.0		
LEP PARENT DENIALS, 1989-90, GRADES 9-12	9-12	5.1		
SERVED LEP STUDENTS, 1989-90, GRADES 9-12	9-12	4.3		
ROBBINS, FALL, 1989, GRADES 9-12	9-12	10.1		
TEENAGE PARENT CENTER, FALL, 1989, GRADES 9-12	9-12	15.3		
EVENING SCHOOL, FALL, 1989, GRADES 9-12	9-12	21.1		
ALC, FALL, 1989, BEHAVIORAL STUDENTS, GRADES 9-12	9-12	9.3		
CVAE, FALL, 1989, GRADES 9-12	9-12	12.8		
CIS, FALL, 1989, GRADES 9-12	9-12	8.9		
MENTOR, FALL, 1989	9-12	1.5		
SENIORS RECEIVING PAL SERVICES, FALL, 1989	9-12	0.7		
PEAK, FALL, 1989	9-12	9.4		
ZENITH, FALL, 1989, GRADES 9-12	9-12	8.6		
JOHNSTON DROPOUT RECOVERY PROGRAM, FALL, 1989	9-12	17.4		

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GENESYS CROSS-PROGRAM COMPARISON
SPRING, 1990
TABLE 1 - DEMOGRAPHIC INDICATORS

07/10/90

PROGRAM	GRADE LEVELS	% MALE	% FEMALE	% BLACK	% HISPANIC	% OTHER	% LOW INCOME	% LEP	% OVERAGE	% SPECIAL ED	% GIFTED/ TALENTED	TOTAL N
TEACH AND REACH, MATH SERVED, 1989-90	K-5	52	48	87	6	6	82	0	33	11	17	533
TEACH AND REACH, READING SERVED, 1989-90	K-5	49	51	94	1	5	83	0	27	9	16	523
TEACH AND REACH, 1989-90	K-5	51	49	90	5	5	81	0	29	11	15	751
BILINGUAL LEP STUDENTS WITH DOMINANCES C - E	K-6	52	48	0	99	1	91	96	38	17	2	276
ESL LEP STUDENTS WITH DOMINANCES C - E, 1989	K-6	52	48	0	98	2	91	99	34	20	1	322
LAMP LEP STUDENTS WITH DOMINANCES C - E, 198	K-6	51	49	0	99	1	90	98	36	25	1	205
SERVED LEP STUDENTS, 1989-90, GRADES K-6	K-6	51	49	1	90	9	91	94	28	11	1	3490
ELEMENTARY 6TH GRADERS IN 89-90, HIGH MATH	6	52	48	5	14	81	12	1	9	1	83	199
ELEMENTARY 6TH GRADERS IN 89-90, HIGH READIN	6	49	51	6	11	83	9	0	9	0	78	203
ELEMENTARY 6TH GRADERS IN 89-90, LOW MATH	6	50	50	41	46	14	59	8	35	0	4	162
ELEMENTARY 6TH GRADERS IN 89-90, LOW READING	6	53	47	39	49	12	61	10	38	0	10	172
ELEMENTARY 6TH GRADERS IN 89-90, MIDDLE MATH	6	45	55	25	30	45	39	2	26	0	31	170
ELEMENTARY 6TH GRADERS IN 89-90, MIDDLE READ	6	46	54	26	29	45	41	0	24	0	30	157
MIDDLE SCHOOL 6TH GRADERS IN 89-90, HIGH MAT	6	51	49	6	17	78	16	0	8	0	80	710
MIDDLE SCHOOL 6TH GRADERS IN 89-90, HIGH REA	6	47	53	6	15	79	16	0	9	0	73	763
MIDDLE SCHOOL 6TH GRADERS IN 89-90, LOW MATH	6	48	52	34	38	28	56	2	34	0	3	979
MIDDLE SCHOOL 6TH GRADERS IN 89-90, LOW READ	6	51	49	32	42	27	59	2	36	0	4	980
MIDDLE SCHOOL 6TH GRADERS IN 89-90, MIDDLE M	6	45	55	15	35	50	37	0	16	0	27	878
MIDDLE SCHOOL 6TH GRADERS IN 89-90, MIDDLE R	6	47	53	19	33	48	38	0	15	0	28	854
'88 ELEMENTARY 6TH GRADERS - MID READING - 8	6-8	44	56	18	40	43	48	0	26	0	31	108
'88 MIDDLE SCHOOL 6TH GRADERS - HIGH MATH -	6-8	52	48	8	21	71	24	0	16	0	72	741
'88 MIDDLE SCHOOL 6TH GRADERS - HIGH READING	6-8	52	48	7	18	75	23	0	16	0	68	718
'88 MIDDLE SCHOOL 6TH GRADERS - LOW MATH - 8	6-8	49	51	33	43	24	62	2	51	4	6	796
'88 MIDDLE SCHOOL 6TH GRADERS - LOW READING	6-8	48	52	35	46	19	65	2	51	4	6	777
'88 MIDDLE SCHOOL 6TH GRADERS - MID READING	6-8	48	52	18	35	47	40	0	27	1	27	787
'88 MIDDLE SCHOOL 6TH GRADERS - MIDDLE MATH	6-8	48	52	19	35	46	43	0	28	1	23	733
'89 MIDDLE SCHOOL 6TH GRADERS - HIGH READING	6-8	48	52	7	15	78	16	0	9	1	72	767
'89 MIDDLE SCHOOL 6TH GRADERS - LOW MATH - 8	6-8	48	52	31	43	25	58	3	43	2	3	816
'89 MIDDLE SCHOOL 6TH GRADERS - LOW READING	6-8	46	54	31	50	19	63	3	45	2	3	751
'89 MIDDLE SCHOOL 6TH GRADERS - MID READING	6-8	49	51	19	34	47	38	0	19	1	20	888
'89 MIDDLE SCHOOL 6TH GRADERS - MIDDLE MATH	6-8	48	52	18	34	48	40	0	20	1	18	822
SERVED LEP STUDENTS, 1989-90, GRADES 6-8	6-8	57	43	0	91	9	93	92	69	21	2	507
TITLE VII, DOMINANCE A - E AT OTHER SCHOOLS,	6-8	52	48	0	99	1	90	96	76	30	1	168
1988 ELEMENTARY 6TH GRADERS - HIGH MATH - 19	6-8	48	52	5	12	83	22	0	17	0	75	153
1988 ELEMENTARY 6TH GRADERS - HIGH READING -	6-8	48	52	7	9	84	19	0	14	0	69	176
1988 ELEMENTARY 6TH GRADERS - LOW MATH - 198	6-8	50	50	41	43	16	62	2	51	7	7	134
1988 ELEMENTARY 6TH GRADERS - LOW READING -	6-8	50	50	44	46	10	73	3	58	6	10	131
1988 ELEMENTARY 6TH GRADERS - MIDDLE MATH -	6-8	43	57	22	34	44	51	1	27	0	35	128
1989 ELEMENTARY 6TH GRADERS - HIGH MATH - 19	6-8	47	53	5	10	85	15	0	9	0	80	205
1989 ELEMENTARY 6TH GRADERS - HIGH READING -	6-8	47	53	5	7	88	13	0	7	0	81	207
1989 ELEMENTARY 6TH GRADERS - LOW MATH - 198	6-8	51	49	46	38	16	68	4	42	3	2	125
1989 ELEMENTARY 6TH GRADERS - LOW READING -	6-8	50	50	46	48	6	77	6	47	3	3	119
1989 ELEMENTARY 6TH GRADERS - MID READING -	6-8	50	50	18	31	50	38	0	17	2	29	119
1989 ELEMENTARY 6TH GRADERS - MIDDLE MATH -	6-8	49	51	17	35	47	43	2	18	2	32	116
KEALING MAGNET, 1989-90	7-8	56	44	14	14	72	10	0	8	1	100	309
TITLE VII - DOMINANCE A - E AT MARTIN, 1989-	7-8	57	43	0	100	0	97	99	64	12	0	204
TITLE VII, DOMINANCE A - B, AT MARTIN, 1989-	7-8	54	46	0	100	0	97	99	61	6	0	158
PREGNANCY, EDUCATION, AND PARENTING (PEP), 1	8-9	0	100	50	33	17	92	0	67	83	0	12
JOHNSTON CCP COMPUTER LAB, SPRING, 1989-90	9-11	66	34	16	79	5	55	3	79	16	0	38
JOHNSTON CCP COMPUTER LAB FALL, 1989-90	9-12	56	44	24	76	0	47	2	93	22	0	45
LIBERAL ARTS ACADEMY AT JOHNSTON, 1989-90	9-12	32	68	14	23	63	19	1	8	1	97	145
NATIONAL SCIENCE FOUNDATION, 1989-90	9-12	55	45	17	12	71	11	0	9	0	97	555
PEAK, SPRING, 1990	9-12	59	41	45	31	24	49	4	72	5	0	75

ATTACHMENT 5
(Page 1 of 30)

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GENESYS CROSS-PROGRAM COMPARISON
SPRING, 1990
TABLE 1 - DEMOGRAPHIC INDICATORS

07/10/90

PROGRAM	GRADE LEVELS	% MALE	% FEMALE	% BLACK	% HISPANIC	% OTHER	% LOW INCOME	% LEP	% OVERAGE	% SPECIAL ED	% GIFTED/ TALENTED	TOTAL N
SERVED LEP STUDENTS, 1989-90, GRADES 9-12	9-12	61	39	1	87	12	79	86	75	17	6	466
TITLE VII, DOMINANCE A - E, OTHER HIGH SCHOO	9-12	60	40	0	100	0	80	95	75	22	7	181
TITLE VII, DOMINANCE A - E, TRAVIS, JOHNSTON	9-12	64	36	0	99	1	88	99	73	15	5	194
TITLE VII, DOMINANCE A -B, AT TRAVIS, JOHNST	9-12	57	43	0	100	0	94	99	76	2	2	115

GENESYS CROSS-PROGRAM COMPARISON
SPRING, 1990
TABLE 2 - PROGRESS INDICATORS

07/10/90

PROGRAM	GRADE LEVELS	ATTENDANCE								DISCIPLINE							
		FALL 88		SPRING 89		FALL 89		SPRING 90		FALL 88		SPRING 89		FALL 89		SPRING 90	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
TEACH AND REACH, MATH SERVED, 1989-90	K-5	132	95.7	134	95.2	145	97.3	518	96.2	1	0.2	3	0.6	4	0.8	11	2.1
TEACH AND REACH, READING SERVED, 1989-90	K-5	130	95.5	129	94.7	169	95.3	507	95.9	2	0.4	5	1.0	2	0.4	5	1.0
TEACH AND REACH, 1989-90	K-5	135	95.4	135	92.5	160	95.3	730	96.0	2	0.3	6	0.8	5	0.7	12	1.6
BILINGUAL LEP STUDENTS WITH DOMINANCES C -	K-6	231	95.9	234	94.5	276	95.6	276	95.6	0	0.0	1	0.4	1	0.4	2	0.7
ESL LEP STUDENTS WITH DOMINANCES C - E, 19	K-6	274	95.6	279	94.2	322	96.4	322	95.9	1	0.3	2	0.6	0	0.0	2	0.6
LAMP LEP STUDENTS WITH DOMINANCES C - E, 1	K-6	176	95.4	178	94.4	205	96.1	205	95.6	1	0.5	0	0.0	0	0.0	1	0.5
SERVED LEP STUDENTS, 1989-90, GRADES K-6	K-6	2099	95.8	2156	94.7	3046	96.2	3029	96.1	6	0.2	8	0.2	2	0.1	7	0.2
ELEMENTARY 6TH GRADERS IN 89-90, HIGH MATH	6	198	97.6	199	96.0	199	97.4	199	96.9	0	0.0	0	0.0	0	0.0	0	0.0
ELEMENTARY 6TH GRADERS IN 89-90, HIGH READ	6	202	97.4	203	95.8	203	96.9	203	96.6	0	0.0	0	0.0	0	0.0	0	0.0
ELEMENTARY 6TH GRADERS IN 89-90, LOW MATH	6	160	97.1	162	95.9	162	96.7	162	96.0	0	0.0	1	0.6	0	0.0	5	3.1
ELEMENTARY 6TH GRADERS IN 89-90, LOW READI	6	171	96.9	172	95.5	172	96.2	172	95.8	2	1.2	0	0.0	0	0.0	4	2.3
ELEMENTARY 6TH GRADERS IN 89-90, MIDDLE MA	6	168	96.6	170	95.4	170	96.6	170	96.3	2	1.2	0	0.0	0	0.0	1	0.6
ELEMENTARY 6TH GRADERS IN 89-90, MIDDLE RE	6	154	96.8	157	95.8	157	97.3	157	96.4	0	0.0	1	0.6	0	0.0	2	1.3
MIDDLE SCHOOL 6TH GRADERS IN 89-90, HIGH M	6	703	97.3	710	96.8	708	97.5	710	97.0	1	0.1	1	0.1	4	0.6	9	1.3
MIDDLE SCHOOL 6TH GRADERS IN 89-90, HIGH R	6	754	97.0	763	96.1	760	97.3	763	96.7	1	0.1	0	0.0	5	0.7	9	1.2
MIDDLE SCHOOL 6TH GRADERS IN 89-90, LOW MA	6	957	96.1	979	95.3	975	95.8	979	94.5	4	0.4	11	1.1	51	5.2	71	7.3
MIDDLE SCHOOL 6TH GRADERS IN 89-90, LOW RE	6	960	96.3	980	95.5	974	95.9	980	94.2	5	0.5	15	1.5	56	5.7	70	7.1
MIDDLE SCHOOL 6TH GRADERS IN 89-90, MIDDLE	6	866	96.5	878	95.8	877	96.8	878	95.5	1	0.1	5	0.6	22	2.5	22	2.5
MIDDLE SCHOOL 6TH GRADERS IN 89-90, MIDDLE	6	841	96.5	854	95.9	854	96.6	854	95.5	1	0.1	4	0.5	19	2.2	29	3.4
'88 ELEMENTARY 6TH GRADERS - MID READING -	6-8	100	95.5	99	93.9	94	92.9	93	90.6	3	2.8	3	2.8	4	3.7	1	0.9
'88 MIDDLE SCHOOL 6TH GRADERS - HIGH MATH	6-8	702	96.4	691	95.2	653	96.4	645	95.5	6	0.8	17	2.3	12	1.6	15	2.0
'88 MIDDLE SCHOOL 6TH GRADERS - HIGH READI	6-8	673	96.4	662	95.2	623	96.7	611	95.8	5	0.7	16	2.2	13	1.8	5	0.7
'88 MIDDLE SCHOOL 6TH GRADERS - LOW MATH -	6-8	740	94.1	722	92.7	693	93.3	679	90.1	70	8.8	90	11.3	75	9.4	68	8.5
'88 MIDDLE SCHOOL 6TH GRADERS - LOW READIN	6-8	726	93.8	709	92.3	687	92.2	674	89.4	65	8.4	102	13.1	82	10.6	65	8.4
'88 MIDDLE SCHOOL 6TH GRADERS - MID READIN	6-8	734	95.6	722	93.9	690	95.2	681	93.2	23	2.9	35	4.4	30	3.8	43	5.5
'88 MIDDLE SCHOOL 6TH GRADERS - MIDDLE MAT	6-8	679	95.4	665	93.6	643	94.4	631	92.9	15	2.0	43	5.9	37	5.0	28	3.8
'89 MIDDLE SCHOOL 6TH GRADERS - HIGH READI	6-8	767	96.7	767	95.4	735	96.8	722	95.8	4	0.5	17	2.2	11	1.4	13	1.7
'89 MIDDLE SCHOOL 6TH GRADERS - LOW MATH -	6-8	816	95.5	816	93.5	780	94.2	765	92.3	32	3.9	79	9.7	60	7.4	63	7.7
'89 MIDDLE SCHOOL 6TH GRADERS - LOW READIN	6-8	751	95.6	751	93.4	726	93.9	714	91.7	31	4.1	74	9.9	56	7.5	52	6.9
'89 MIDDLE SCHOOL 6TH GRADERS - MID READIN	6-8	888	96.4	888	94.7	841	95.7	826	94.4	22	2.5	43	4.8	29	3.3	44	5.0
'89 MIDDLE SCHOOL 6TH GRADERS - MIDDLE MAT	6-8	822	96.2	822	94.4	775	95.7	764	94.3	20	2.4	39	4.7	26	3.2	33	4.0
SERVED LEP STUDENTS, 1989-90, GRADES 6-8	6-8	412	94.1	422	92.8	505	92.7	488	90.5	30	5.9	34	6.7	62	12.2	70	13.8
TITLE VII, DOMINANCE A - E AT OTHER SCHOOL	6-8	153	91.4	153	89.2	160	87.8	168	84.6	21	12.5	24	14.3	20	11.9	25	14.9
1988 ELEMENTARY 6TH GRADERS - HIGH MATH -	6-8	139	97.4	138	96.1	131	96.6	129	95.7	2	1.3	0	0.0	2	1.3	1	0.7
1988 ELEMENTARY 6TH GRADERS - HIGH READING	6-8	161	97.2	160	95.9	153	96.4	150	95.3	1	0.6	0	0.0	3	1.7	1	0.6
1988 ELEMENTARY 6TH GRADERS - LOW MATH - 1	6-8	126	95.5	126	92.5	127	92.1	124	87.8	10	7.5	12	9.0	14	10.4	11	8.2
1988 ELEMENTARY 6TH GRADERS - LOW READING	6-8	124	95.6	124	92.6	124	92.2	122	87.1	9	6.9	14	10.7	14	10.7	11	8.4
1988 ELEMENTARY 6TH GRADERS - MIDDLE MATH	6-8	122	95.7	121	94.1	114	93.5	113	90.7	1	0.8	5	3.9	5	3.9	1	0.8
1989 ELEMENTARY 6TH GRADERS - HIGH MATH -	6-8	205	97.5	205	95.9	192	97.5	186	96.8	0	0.0	1	0.5	2	1.0	4	2.0
1989 ELEMENTARY 6TH GRADERS - HIGH READING	6-8	207	97.1	207	95.8	193	97.5	186	96.9	0	0.0	1	0.5	3	1.4	2	1.0
1989 ELEMENTARY 6TH GRADERS - LOW MATH - 1	6-8	125	96.5	125	95.4	117	94.8	115	93.4	2	1.6	5	4.0	8	6.4	5	4.0
1989 ELEMENTARY 6TH GRADERS - LOW READING	6-8	119	96.5	119	95.4	111	94.4	109	92.4	1	0.8	5	4.2	8	6.7	7	5.9
1989 ELEMENTARY 6TH GRADERS - MID READING	6-8	119	97.5	119	96.0	112	96.1	112	94.8	1	0.8	0	0.0	8	6.7	11	9.2
1989 ELEMENTARY 6TH GRADERS - MIDDLE MATH	6-8	116	96.7	116	95.9	108	95.7	107	94.1	0	0.0	0	0.0	9	7.8	11	9.5
KEALING MAGNET, 1989-90	7-8	273	97.4	277	96.1	309	97.6	309	96.3	0	0.0	1	0.3	0	0.0	0	0.0
TITLE VII - DOMINANCE A - E AT MARTIN, 198	7-8	134	96.0	141	94.1	199	95.3	198	94.1	6	2.9	10	4.9	31	15.2	33	16.2
TITLE VII, DOMINANCE A - B, AT MARTIN, 198	7-8	92	96.6	98	95.7	153	95.8	152	94.8	2	1.3	6	3.8	16	10.1	25	15.8
PREGNANCY, EDUCATION, AND PARENTING (PEP),	8-9	128	86.6	128	80.5	139	74.7	12	68.6	0	0.0	2	16.7	1	8.3	1	8.3
JOHNSTON CCP COMPUTER LAB, SPRING, 1989-90	9-11	36	89.0	37	84.7	38	77.6	38	77.1	4	10.5	12	31.6	7	18.4	7	18.4
JOHNSTON CCP COMPUTER LAB FALL, 1989-90	9-12	42	90.1	41	85.0	44	81.0	33	84.7	5	11.1	4	8.9	5	11.1	4	8.9
LIBERAL ARTS ACADEMY AT JOHNSTON, 1989-90	9-12	347	88.4	322	85.4	313	89.2	142	95.6	2	1.4	0	0.0	0	0.0	1	0.7

70

ATTACHMENT 5
(Page 3 of 30)

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GENESYS CROSS-PROGRAM COMPARISON
SPRING, 1990
TABLE 2 - PROGRESS INDICATORS

07/10/90

PROGRAM	GRADE LEVELS	ATTENDANCE								DISCIPLINE							
		FALL 88		SPRING 89		FALL 89		SPRING 90		FALL 88		SPRING 89		FALL 89		SPRING 90	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
NATIONAL SCIENCE FOUNDATION, 1989-90	9-12	181	86.7	182	81.5	188	83.3	550	95.5	2	0.4	6	1.1	2	0.4	5	0.9
PEAK, SPRING, 1990	9-12	82	83.2	83	70.8	30	77.6	74	75.2	13	17.3	17	22.7	17	22.7	20	26.7
SERVED LEP STUDENTS, 1989-90, GRADES 9-12	9-12	340	91.8	361	89.0	465	88.7	426	87.8	20	4.3	26	5.6	20	4.3	15	3.2
TITLE VII, DOMINANCE A - E, OTHER HIGH SCH	9-12	134	91.6	138	86.3	171	87.9	179	82.8	11	6.1	19	10.5	10	5.5	12	6.6
TITLE VII, DOMINANCE A - E, TRAVIS, JOHNST	9-12	142	94.5	152	92.7	192	92.2	194	91.0	7	3.6	6	3.1	2	1.0	3	1.5
TITLE VII, DOMINANCE A -B, AT TRAVIS, JOHN	9-12	74	95.3	78	93.1	114	92.7	115	92.5	3	2.6	2	1.7	0	0.0	0	0.0

07/10/90

GENESYS CROSS-PROGRAM COMPARISON
SPRING, 1990
TABLE 3 - PROGRESS INDICATORS

PROGRAM	GRADE LEVELS	CREDITS EARNED								NG'S							
		FALL 88		SPRING 89		FALL 89		SPRING 90		FALL 88		SPRING 89		FALL 89		SPRING 90	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
TEACH AND REACH, MATH SERVED, 1989-90	K-5	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
TEACH AND REACH, READING SERVED, 1989-90	K-5	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
TEACH AND REACH, 1989-90	K-5	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
BILINGUAL LEP STUDENTS WITH DOMINANCES C -	K-6	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
ESL LEP STUDENTS WITH DOMINANCES C - E, 19	K-6	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
LAMP LEP STUDENTS WITH DOMINANCES C - E, 1	K-6	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
SERVED LEP STUDENTS, 1989-90, GRADES K-6	K-6	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
ELEMENTARY 6TH GRADERS IN 89-90, HIGH MATH	6	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
ELEMENTARY 6TH GRADERS IN 89-90, HIGH READ	6	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
ELEMENTARY 6TH GRADERS IN 89-90, LOW MATH	6	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
ELEMENTARY 6TH GRADERS IN 89-90, LOW READI	6	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
ELEMENTARY 6TH GRADERS IN 89-90, MIDDLE MA	6	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
ELEMENTARY 6TH GRADERS IN 89-90, MIDDLE RE	6	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
MIDDLE SCHOOL 6TH GRADERS IN 89-90, HIGH M	6	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
MIDDLE SCHOOL 6TH GRADERS IN 89-90, HIGH R	6	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
MIDDLE SCHOOL 6TH GRADERS IN 89-90, LOW MA	6	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
MIDDLE SCHOOL 6TH GRADERS IN 89-90, LOW RE	6	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
MIDDLE SCHOOL 6TH GRADERS IN 89-90, MIDDLE	6	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
MIDDLE SCHOOL 6TH GRADERS IN 89-90, MIDDLE	6	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
'88 ELEMENTARY 6TH GRADERS - MID READING -	6-8	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
'88 MIDDLE SCHOOL 6TH GRADERS - HIGH MATH	6-8	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
'88 MIDDLE SCHOOL 6TH GRADERS - HIGH READI	6-8	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
'88 MIDDLE SCHOOL 6TH GRADERS - LOW MATH -	6-8	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
'88 MIDDLE SCHOOL 6TH GRADERS - LOW READIN	6-8	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
'88 MIDDLE SCHOOL 6TH GRADERS - MID READIN	6-8	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
'88 MIDDLE SCHOOL 6TH GRADERS - MIDDLE MAT	6-8	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
'89 MIDDLE SCHOOL 6TH GRADERS - HIGH READI	6-8	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
'89 MIDDLE SCHOOL 6TH GRADERS - LOW MATH -	6-8	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
'89 MIDDLE SCHOOL 6TH GRADERS - LOW READIN	6-8	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
'89 MIDDLE SCHOOL 6TH GRADERS - MID READIN	6-8	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
'89 MIDDLE SCHOOL 6TH GRADERS - MIDDLE MAT	6-8	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
SERVED LEP STUDENTS, 1989-90, GRADES 6-8	6-8	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
TITLE VII, DOMINANCE A - E AT OTHER SCHOOL	6-8	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
1988 ELEMENTARY 6TH GRADERS - HIGH MATH -	6-8	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
1988 ELEMENTARY 6TH GRADERS - HIGH READING	6-8	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
1988 ELEMENTARY 6TH GRADERS - LOW MATH - 1	6-8	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
1988 ELEMENTARY 6TH GRADERS - LOW READING	6-8	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
1988 ELEMENTARY 6TH GRADERS - MIDDLE MATH	6-8	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
1989 ELEMENTARY 6TH GRADERS - HIGH MATH -	6-8	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
1989 ELEMENTARY 6TH GRADERS - HIGH READING	6-8	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
1989 ELEMENTARY 6TH GRADERS - LOW MATH - 1	6-8	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
1989 ELEMENTARY 6TH GRADERS - LOW READING	6-8	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
1989 ELEMENTARY 6TH GRADERS - MID READING	6-8	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
1989 ELEMENTARY 6TH GRADERS - MIDDLE MATH	6-8	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
KEALING MAGNET, 1989-90	7-8	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
TITLE VII - DOMINANCE A - E AT MARTIN, 198	7-8	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
TITLE VII, DOMINANCE A - B, AT MARTIN, 198	7-8	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
PREGNANCY, EDUCATION, AND PARENTING (PEP),	8-9	5	0.5	5	0.0	10	1.7	11	0.6	5	0.40	5	0.40	10	0.00	11	2.27
JOHNSTON CCP COMPUTER LAB, SPRING, 1989-90	9-11	25	1.2	28	1.0	37	1.0	36	0.9	25	0.48	28	0.71	37	0.59	36	1.06
JOHNSTON CCP COMPUTER LAB FALL, 1989-90	9-12	36	1.4	38	1.5	43	1.2	30	1.5	36	0.47	38	0.63	43	0.30	30	0.43
LIBERAL ARTS ACADEMY AT JOHNSTON, 1989-90	9-12	63	3.2	63	3.3	144	3.3	140	3.2	63	0.00	63	0.06	144	0.08	140	0.16

72

ATTACHMENT 5
(Page 5 of 30)

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GENESYS CROSS-PROGRAM COMPARISON
SPRING, 1990
TABLE 3 - PROGRESS INDICATORS

07/10/90

		CREDITS EARNED								NG'S							
PROGRAM	GRADE LEVELS	FALL 88		SPRING 89		FALL 89		SPRING 90		FALL 88		SPRING 89		FALL 89		SPRING 90	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
NATIONAL SCIENCE FOUNDATION, 1989-90	9-12	355	3.4	355	3.3	549	3.3	548	3.2	355	0.00	355	0.01	549	0.01	548	0.11
PEAK, SPRING, 1990	9-12	37	1.6	40	1.2	64	1.2	59	1.2	37	0.22	40	0.30	64	0.55	59	1.00
SERVED LEP STUDENTS, 1989-90, GRADES 9-12	9-12	237	2.4	251	2.3	456	2.0	390	1.9	237	0.15	251	0.28	456	0.34	390	0.67
TITLE VII, DOMINANCE A - E, OTHER HIGH SCH	9-12	78	2.2	90	2.1	169	1.9	168	1.6	78	0.13	90	0.29	169	0.50	168	0.65
TITLE VII, DOMINANCE A - E, TRAVIS, JOHNST	9-12	103	2.6	103	2.6	190	2.4	189	1.9	103	0.11	103	0.29	190	0.26	189	0.75
TITLE VII, DOMINANCE A -B, AT TRAVIS, JOHN	9-12	44	2.7	45	2.7	115	2.5	113	2.0	44	0.11	45	0.22	115	0.29	113	0.83

ATTACHMENT 5
(Page 6 of 30)

GENESYS CROSS-PROGRAM COMPARISON
SPRING, 1990
TABLE 4 - PROGRESS INDICATORS

07/10/90

PROGRAM	GRADE LEVELS	F'S FALL 88 N	%	SPRING 89 N	%	FALL 89 N	%	SPRING 90 N	%	GPA'S FALL 88 N	%	SPRING 89 N	%	FALL 89 N	%	SPRING 90 N	%
TEACH AND REACH, MATH SERVED, 1989-90	K-5	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
TEACH AND REACH, READING SERVED, 1989-90	K-5	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
TEACH AND REACH, 1989-90	K-5	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
BILINGUAL LEP STUDENTS WITH DOMINANCES C -	K-6	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
ESL LEP STUDENTS WITH DOMINANCES C - E, 19	K-6	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
LAMP LEP STUDENTS WITH DOMINANCES C - E, 1	K-6	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
SERVED LEP STUDENTS, 1989-90, GRADES K-6	K-6	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
ELEMENTARY 6TH GRADERS IN 89-90, HIGH MATH	6	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
ELEMENTARY 6TH GRADERS IN 89-90, HIGH READ	6	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
ELEMENTARY 6TH GRADERS IN 89-90, LOW MATH	6	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
ELEMENTARY 6TH GRADERS IN 89-90, LOW READI	6	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
ELEMENTARY 6TH GRADERS IN 89-90, MIDDLE MA	6	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
ELEMENTARY 6TH GRADERS IN 89-90, MIDDLE RE	6	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
MIDDLE SCHOOL 6TH GRADERS IN 89-90, HIGH M	6	.	.	.	.	710	0.05	709	0.07	.	.	.	.	710	91.1	710	90.6
MIDDLE SCHOOL 6TH GRADERS IN 89-90, HIGH R	6	.	.	.	.	763	0.04	761	0.06	.	.	.	.	763	90.4	762	90.2
MIDDLE SCHOOL 6TH GRADERS IN 89-90, LOW MA	6	.	.	.	.	976	0.64	952	0.68	.	.	.	.	978	81.5	977	81.1
MIDDLE SCHOOL 6TH GRADERS IN 89-90, LOW RE	6	.	.	.	.	977	0.64	946	0.73	.	.	.	.	979	81.5	976	80.9
MIDDLE SCHOOL 6TH GRADERS IN 89-90, MIDDLE	6	.	.	.	.	878	0.12	866	0.20	.	.	.	.	878	87.4	876	86.7
MIDDLE SCHOOL 6TH GRADERS IN 89-90, MIDDLE	6	.	.	.	.	854	0.17	846	0.23	.	.	.	.	854	87.2	853	86.5
'88 ELEMENTARY 6TH GRADERS - MID READING -	6-8	99	0.67	96	0.73	90	0.55	84	0.54	99	83.4	98	82.7	93	84.6	90	84.1
'88 MIDDLE SCHOOL 6TH GRADERS - HIGH MATH	6-8	690	0.11	675	0.19	641	0.09	630	0.18	690	89.5	675	88.7	643	89.6	632	89.1
'88 MIDDLE SCHOOL 6TH GRADERS - HIGH READI	6-8	660	0.17	648	0.24	609	0.11	603	0.22	660	88.7	649	88.2	610	89.1	605	88.5
'88 MIDDLE SCHOOL 6TH GRADERS - LOW MATH -	6-8	705	1.14	666	1.17	645	0.89	593	0.84	707	78.6	688	78.1	651	80.1	622	80.6
'88 MIDDLE SCHOOL 6TH GRADERS - LOW READIN	6-8	688	1.12	650	1.09	631	0.91	577	0.83	690	78.7	670	78.6	639	80.2	605	80.8
'88 MIDDLE SCHOOL 6TH GRADERS - MID READIN	6-8	721	0.50	688	0.62	668	0.40	634	0.41	721	84.4	699	83.3	669	85.1	647	85.0
'88 MIDDLE SCHOOL 6TH GRADERS - MIDDLE MAT	6-8	660	0.52	632	0.58	614	0.43	585	0.45	660	83.8	642	83.2	615	84.8	595	84.5
'89 MIDDLE SCHOOL 6TH GRADERS - HIGH READI	6-8	767	0.05	766	0.12	726	0.22	710	0.25	767	90.1	767	89.5	726	88.2	715	87.7
'89 MIDDLE SCHOOL 6TH GRADERS - LOW MATH -	6-8	813	0.67	792	0.89	749	0.92	705	0.94	815	80.8	810	79.8	753	79.5	733	79.2
'89 MIDDLE SCHOOL 6TH GRADERS - LOW READIN	6-8	748	0.66	730	0.91	693	0.91	651	0.92	749	80.8	747	80.0	697	79.8	682	79.5
'89 MIDDLE SCHOOL 6TH GRADERS - MID READIN	6-8	887	0.24	877	0.32	818	0.39	796	0.49	887	85.6	882	84.9	820	84.3	807	83.7
'89 MIDDLE SCHOOL 6TH GRADERS - MIDDLE MAT	6-8	821	0.21	813	0.33	757	0.41	729	0.47	821	85.7	818	85.1	758	84.4	742	83.8
SERVED LEP STUDENTS, 1989-90, GRADES 6-8	6-8	272	0.92	252	0.88	470	0.73	422	0.58	273	79.7	260	80.5	478	81.4	450	83.0
TITLE VII, DOMINANCE A - E AT OTHER SCHOOL	6-8	138	1.16	123	1.18	149	0.87	126	0.53	140	78.0	130	77.8	157	78.3	146	81.2
1988 ELEMENTARY 6TH GRADERS - HIGH MATH -	6-8	138	0.17	136	0.15	131	0.14	129	0.19	138	90.1	136	90.3	131	90.4	129	89.7
1988 ELEMENTARY 6TH GRADERS - HIGH READING	6-8	160	0.24	158	0.19	152	0.15	150	0.18	160	89.1	158	89.4	152	89.8	150	89.2
1988 ELEMENTARY 6TH GRADERS - LOW MATH - 1	6-8	126	1.35	119	1.36	115	0.76	103	0.78	126	78.0	124	77.9	119	80.9	112	81.4
1988 ELEMENTARY 6TH GRADERS - LOW READING	6-8	124	1.27	117	1.28	113	0.72	104	0.72	124	78.3	121	78.3	116	80.6	112	81.4
1988 ELEMENTARY 6TH GRADERS - MIDDLE MATH	6-8	121	0.58	118	0.58	110	0.43	107	0.39	121	83.8	119	83.4	112	84.7	112	84.6
1989 ELEMENTARY 6TH GRADERS - HIGH MATH -	6-8	.	.	.	.	188	0.13	184	0.16	.	.	.	.	188	90.6	185	90.0
1989 ELEMENTARY 6TH GRADERS - HIGH READING	6-8	.	.	.	.	188	0.11	184	0.15	.	.	.	.	188	90.5	185	90.0
1989 ELEMENTARY 6TH GRADERS - LOW MATH - 1	6-8	.	.	.	.	115	1.16	107	1.14	.	.	.	.	116	79.0	112	78.4
1989 ELEMENTARY 6TH GRADERS - LOW READING	6-8	.	.	.	.	107	1.16	101	1.16	.	.	.	.	108	78.8	106	78.1
1989 ELEMENTARY 6TH GRADERS - MID READING	6-8	.	.	.	.	112	0.62	109	0.71	.	.	.	.	112	84.0	109	83.9
1989 ELEMENTARY 6TH GRADERS - MIDDLE MATH	6-8	.	.	.	.	105	0.52	104	0.66	.	.	.	.	105	84.0	104	84.0
KEALING MAGNET, 1989-90	7-8	212	0.11	212	0.11	309	0.31	307	0.33	212	89.7	212	89.9	309	88.0	308	87.2
TITLE VII - DOMINANCE A - E AT MARTIN, 198	7-8	100	0.71	94	0.69	198	0.48	187	0.46	100	81.1	96	82.2	198	83.5	189	84.3
TITLE VII, DOMINANCE A - B, AT MARTIN, 198	7-8	68	0.51	67	0.52	152	0.34	144	0.38	68	82.3	67	83.4	152	84.5	144	85.0
PREGNANCY, EDUCATION, AND PARENTING (PEP),	8-9	5	3.40	5	5.20	10	1.40	11	0.45	5	61.6	5	51.1	10	75.7	7	71.8
JOHNSTON CCP COMPUTER LAB, SPRING, 1989-90	9-11	25	2.96	28	3.04	37	3.11	36	2.67	24	64.7	28	62.5	37	63.4	36	64.2
JOHNSTON CCP COMPUTER LAB FALL, 1989-90	9-12	36	2.56	38	2.18	43	2.91	30	2.37	35	66.7	38	67.8	43	67.0	30	67.4
LIBERAL ARTS ACADEMY AT JOHNSTON, 1989-90	9-12	63	0.30	63	0.22	144	0.26	140	0.31	63	85.1	63	86.4	144	85.7	140	85.7

ATTACHMENT 5
(Page 7 of 30)

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GENESYS CROSS-PROGRAM COMPARISON
SPRING, 1990
TABLE 4 - PROGRESS INDICATORS

07/10/90

PROGRAM	GRADE LEVELS	F'S								GPA'S							
		FALL 88		SPRING 89		FALL 89		SPRING 90		FALL 88		SPRING 89		FALL 89		SPRING 90	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
NATIONAL SCIENCE FOUNDATION, 1989-90	9-12	355	0.18	355	0.24	549	0.26	548	0.23	355	86.6	355	86.7	549	86.3	548	86.6
PEAK, SPRING, 1990	9-12	37	2.38	40	3.17	64	2.80	59	2.54	37	70.7	40	65.6	64	67.0	57	65.8
SERVED LEP STUDENTS, 1989-90, GRADES 9-12	9-12	237	1.03	251	1.10	456	1.45	390	1.38	236	77.9	247	77.7	454	74.8	385	75.6
TITLE VII, DOMINANCE A - E, OTHER HIGH SCH	9-12	78	1.27	90	1.52	169	1.46	168	1.85	78	75.6	89	75.0	167	73.5	164	71.1
TITLE VII, DOMINANCE A - E, TRAVIS, JOHNST	9-12	103	0.66	103	0.54	190	0.89	189	1.26	103	81.3	101	82.1	190	79.1	188	77.2
TITLE VII, DOMINANCE A -B, AT TRAVIS, JOHN	9-12	44	0.52	45	0.56	115	0.77	113	1.05	44	81.6	45	83.0	115	79.7	112	78.6

ATTACHMENT 5
(Page 8 of 30)

GENESYS CROSS-PROGRAM COMPARISON
SPRING, 1990
TABLE 5 - PROGRESS INDICATORS

07/10/90

PROGRAM	GRADE LEVELS	5TH 6 WKS DROPOUTS %	END-OF-YEAR RETAINEES %	BEGINNING-OF-YEAR RETAINEES %
TEACH AND REACH, MATH SERVED, 1989-90	K-5	0.0	1.3	
TEACH AND REACH, READING SERVED, 1989-90	K-5	0.0	2.1	
TEACH AND REACH, 1989-90	K-5	0.0	1.9	
BILINGUAL LEP STUDENTS WITH DOMINANCES C - E, 89-90	K-6	0.0	3.6	
ESL LEP STUDENTS WITH DOMINANCES C - E, 1989-90	K-6	0.0	4.3	
LAMP LEP STUDENTS WITH DOMINANCES C - E, 1989-90	K-6	0.0	4.4	
SERVED LEP STUDENTS, 1989-90, GRADES K-6	K-6	0.0	2.8	
ELEMENTARY 6TH GRADERS IN 89-90, HIGH MATH	6	0.0	0.0	
ELEMENTARY 6TH GRADERS IN 89-90, HIGH READING	6	0.0	0.0	
ELEMENTARY 6TH GRADERS IN 89-90, LOW MATH	6	0.0	0.0	
ELEMENTARY 6TH GRADERS IN 89-90, LOW READING	6	0.0	0.0	
ELEMENTARY 6TH GRADERS IN 89-90, MIDDLE MATH	6	0.0	0.0	
ELEMENTARY 6TH GRADERS IN 89-90, MIDDLE READING	6	0.0	0.0	
MIDDLE SCHOOL 6TH GRADERS IN 89-90, HIGH MATH	6	0.0	1.4	
MIDDLE SCHOOL 6TH GRADERS IN 89-90, HIGH READING	6	0.0	0.8	
MIDDLE SCHOOL 6TH GRADERS IN 89-90, LOW MATH	6	0.0	14.0	
MIDDLE SCHOOL 6TH GRADERS IN 89-90, LOW READING	6	0.0	15.4	
MIDDLE SCHOOL 6TH GRADERS IN 89-90, MIDDLE MATH	6	0.0	3.2	
MIDDLE SCHOOL 6TH GRADERS IN 89-90, MIDDLE READING	6	0.0	4.4	
'88 ELEMENTARY 6TH GRADERS - MID READING - 88-89	6-8	0.0	10.1	
'88 MIDDLE SCHOOL 6TH GRADERS - HIGH MATH - 88-89	6-8	0.5	0.9	
'88 MIDDLE SCHOOL 6TH GRADERS - HIGH READING - 88-89	6-8	0.3	1.3	
'88 MIDDLE SCHOOL 6TH GRADERS - LOW MATH - 88-89	6-8	1.0	12.4	
'88 MIDDLE SCHOOL 6TH GRADERS - LOW READING - 88-89	6-8	1.4	12.4	
'88 MIDDLE SCHOOL 6TH GRADERS - MID READING - 88-89	6-8	0.8	5.2	
'88 MIDDLE SCHOOL 6TH GRADERS - MIDDLE MATH - 88-89	6-8	1.0	5.2	
'89 MIDDLE SCHOOL 6TH GRADERS - HIGH READING - 88-89	6-8	0.1	3.0	
'89 MIDDLE SCHOOL 6TH GRADERS - LOW MATH - 88-89	6-8	1.2	15.8	
'89 MIDDLE SCHOOL 6TH GRADERS - LOW READING - 88-89	6-8	1.6	16.6	
'89 MIDDLE SCHOOL 6TH GRADERS - MID READING - 88-89	6-8	0.6	6.8	
'89 MIDDLE SCHOOL 6TH GRADERS - MIDDLE MATH - 88-89	6-8	0.[illegible]	6.4	
SERVED LEP STUDENTS, 1989-90, GRADES 6-8	6-8	3.[illegible]	8.5	
TITLE VII, DOMINANCE A - E AT OTHER SCHOOLS, 1989-90	6-8	1.8	11.3	
1988 ELEMENTARY 6TH GRADERS - HIGH MATH - 1988-89	6-8	0.7	0.7	
1988 ELEMENTARY 6TH GRADERS - HIGH READING - 1988-89	6-8	0.6	0.6	
1988 ELEMENTARY 6TH GRADERS - LOW MATH - 1988-89	6-8	3.0	17.5	
1988 ELEMENTARY 6TH GRADERS - LOW READING - 1988-89	6-8	3.8	18.0	
1988 ELEMENTARY 6TH GRADERS - MIDDLE MATH - 1988-89	6-8	0.8	8.6	
1989 ELEMENTARY 6TH GRADERS - HIGH MATH - 1988-89	6-8	0.0	2.0	
1989 ELEMENTARY 6TH GRADERS - HIGH READING - 1988-89	6-8	0.0	1.9	
1989 ELEMENTARY 6TH GRADERS - LOW MATH - 1988-89	6-8	2.4	22.4	
1989 ELEMENTARY 6TH GRADERS - LOW READING - 1988-89	6-8	1.7	21.8	
1989 ELEMENTARY 6TH GRADERS - MID READING - 1988-89	6-8	0.8	8.4	
1989 ELEMENTARY 6TH GRADERS - MIDDLE MATH - 1988-89	6-8	0.0	6.9	
KEALING MAGNET, 1989-90	7-8	0.0	2.6	
TITLE VII - DOMINANCE A - E AT MARTIN, 1989-90	7-8	2.5	3.4	
TITLE VII, DOMINANCE A - B, AT MARTIN, 1989-90	7-8	3.2	0.6	
PREGNANCY, EDUCATION, AND PARENTING (PEP), 1989-90	8-9	0.0	41.7	
JOHNSTON CCP COMPUTER LAB, SPRING, 1989-90	9-11	15.8	13.2	
JOHNSTON CCP COMPUTER LAB FALL, 1989-90	9-12	40.0	11.1	
LIBERAL ARTS ACADEMY AT JOHNSTON, 1989-90	9-12	0.0	4.8	
NATIONAL SCIENCE FOUNDATION, 1989-90	9-12	0.2	8.3	

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GENESYS CROSS-PROGRAM COMPARISON
SPRING, 1990
TABLE 5 - PROGRESS INDICATORS

07/10/90

PROGRAM	GRADE LEVELS	5TH 6 WKS DROPOUTS %	END-OF-YEAR RETAINEES %	BEGINNING-OF-YEAR RETAINEES %
PEAK, SPRING, 1990	9-12	13.3	20.0	
SERVED LEP STUDENTS, 1989-90, GRADES 9-12	9-12	12.0	17.6	
TITLE VII, DOMINANCE A - E, OTHER HIGH SCHOOLS	9-12	5.0	11.6	
TITLE VII, DOMINANCE A - E, TRAVIS, JOHNSTON	9-12	3.1	25.8	
TITLE VII, DOMINANCE A -B, AT TRAVIS, JOHNSTON 89-90	9-12	3.5	33.0	

GENESYS CROSS-PROGRAM COMPARISON
SPRING, 1990
TABLE 6 - ACHIEVEMENT INDICATORS
ITBS/TAP MEDIAN PERCENTILES
READING COMPREHENSION

07/10/90

PROGRAM	GRADE LEVELS	GRADE 1		2		3		4		5		6		7		8		9		10		11		12	
		%ILE	N	%ILE	N	%ILE	N	%ILE	N	%ILE	N	%ILE	N	%ILE	N	%ILE	N	%ILE	N	%ILE	N	%ILE	N	%ILE	N
TEACH AND REACH, MATH SERVED,	K-5	.	.	30	63	30	174	24	84	32	145	.	.	.	.	.	.	.	.	.	.	.	.	.	.
TEACH AND REACH, READING SERVE	K-5	53	18	28	179	27	80	30	84	28	81	.	.	.	.	.	.	.	.	.	.	.	.	.	.
TEACH AND REACH, 1989-90	K-5	53	18	28	186	29	186	26	103	32	145	.	.	.	.	.	.	.	.	.	.	.	.	.	.
BILINGUAL LEP STUDENTS WITH DO	K-6	21	65	21	31	21	40	16	25	19	27	20	6	.	.	.	.	.	.	.	.	.	.	.	.
ESL LEP STUDENTS WITH DOMINANC	K-6	27	72	23	51	23	42	19	34	14	28	12	6	.	.	.	.	.	.	.	.	.	.	.	.
LAMP LEP STUDENTS WITH DOMINAN	K-6	29	57	24	33	25	19	12	19	13	12	10	9	.	.	.	.	.	.	.	.	.	.	.	.
SERVED LEP STUDENTS, 1989-90,	K-6	21	561	18	381	21	330	15	235	14	183	11	39	.	.	.	.	.	.	.	.	.	.	.	.
ELEMENTARY 6TH GRADERS IN 89-9	6	.	.	.	.	.	.	.	.	.	.	85	199	.	.	.	.	.	.	.	.	.	.	.	.
ELEMENTARY 6TH GRADERS IN 89-9	6	.	.	.	.	.	.	.	.	.	.	86	203	.	.	.	.	.	.	.	.	.	.	.	.
ELEMENTARY 6TH GRADERS IN 89-9	6	.	.	.	.	.	.	.	.	.	.	21	161	.	.	.	.	.	.	.	.	.	.	.	.
ELEMENTARY 6TH GRADERS IN 89-9	6	.	.	.	.	.	.	.	.	.	.	20	172	.	.	.	.	.	.	.	.	.	.	.	.
ELEMENTARY 6TH GRADERS IN 89-9	6	.	.	.	.	.	.	.	.	.	.	46	170	.	.	.	.	.	.	.	.	.	.	.	.
ELEMENTARY 6TH GRADERS IN 89-9	6	.	.	.	.	.	.	.	.	.	.	51	157	.	.	.	.	.	.	.	.	.	.	.	.
MIDDLE SCHOOL 6TH GRADERS IN 8	6	.	.	.	.	.	.	.	.	.	.	79	709	.	.	.	.	.	.	.	.	.	.	.	.
MIDDLE SCHOOL 6TH GRADERS IN 8	6	.	.	.	.	.	.	.	.	.	.	82	763	.	.	.	.	.	.	.	.	.	.	.	.
MIDDLE SCHOOL 6TH GRADERS IN 8	6	.	.	.	.	.	.	.	.	.	.	22	973	.	.	.	.	.	.	.	.	.	.	.	.
MIDDLE SCHOOL 6TH GRADERS IN 8	6	.	.	.	.	.	.	.	.	.	.	19	980	.	.	.	.	.	.	.	.	.	.	.	.
MIDDLE SCHOOL 6TH GRADERS IN 8	6	.	.	.	.	.	.	.	.	.	.	52	876	.	.	.	.	.	.	.	.	.	.	.	.
MIDDLE SCHOOL 6TH GRADERS IN 8	6	.	.	.	.	.	.	.	.	.	.	51	854	.	.	.	.	.	.	.	.	.	.	.	.
'88 ELEMENTARY 6TH GRADERS - M	6-8	.	.	.	.	.	.	.	.	.	.	.	.	26	2	51	87	.	.	.	.	.	.	.	.
'88 MIDDLE SCHOOL 6TH GRADERS	6-8	.	.	.	.	.	.	.	.	.	.	.	.	59	4	78	628	24	1	.	.	.	.	.	.
'88 MIDDLE SCHOOL 6TH GRADERS	6-8	.	.	.	.	.	.	.	.	.	.	.	.	64	5	82	598	.	.	.	.	.	.	.	.
'88 MIDDLE SCHOOL 6TH GRADERS	6-8	.	.	.	.	.	.	.	.	.	.	.	.	23	49	27	577	23	5	.	.	.	.	.	.
'88 MIDDLE SCHOOL 6TH GRADERS	6-8	.	.	.	.	.	.	.	.	.	.	.	.	19	41	23	567	27	9	.	.	.	.	.	.
'88 MIDDLE SCHOOL 6TH GRADERS	6-8	.	.	.	.	.	.	.	.	.	.	.	.	46	18	51	626	24	1	.	.	.	.	.	.
'88 MIDDLE SCHOOL 6TH GRADERS	6-8	.	.	.	.	.	.	.	.	.	.	.	.	46	12	49	580	28	4	.	.	.	.	.	.
'89 MIDDLE SCHOOL 6TH GRADERS	6-8	.	.	.	.	.	.	.	.	.	.	52	1	78	704	.	.	.	.	.	.	.	.	.	.
'89 MIDDLE SCHOOL 6TH GRADERS	6-8	.	.	.	.	.	.	.	.	.	.	16	33	23	673	8	7	.	.	.	.	.	.	.	.
'89 MIDDLE SCHOOL 6TH GRADERS	6-8	.	.	.	.	.	.	.	.	.	.	12	30	20	620	10	11	.	.	.	.	.	.	.	.
'89 MIDDLE SCHOOL 6TH GRADERS	6-8	.	.	.	.	.	.	.	.	.	.	51	10	48	778	44	3	.	.	.	.	.	.	.	.
'89 MIDDLE SCHOOL 6TH GRADERS	6-8	.	.	.	.	.	.	.	.	.	.	51	7	49	715	22	7	.	.	.	.	.	.	.	.
SERVED LEP STUDENTS, 1989-90,	6-8	.	.	.	.	.	.	.	.	.	.	7	102	9	125	11	143	3	1	.	.	.	.	.	.
TITLE VII, DOMINANCE A - E AT	6-8	.	.	.	.	.	.	.	.	.	.	.	.	11	54	16	56	.	.	.	.	.	.	.	.
1988 ELEMENTARY 6TH GRADERS -	6-8	.	.	.	.	.	.	.	.	.	.	.	.	10	1	87	129	.	.	.	.	.	.	.	.
1988 ELEMENTARY 6TH GRADERS -	6-8	.	.	.	.	.	.	.	.	.	.	.	.	31	1	85	148	.	.	.	.	.	.	.	.
1988 ELEMENTARY 6TH GRADERS -	6-8	.	.	.	.	.	.	.	.	.	.	.	.	19	7	28	103	.	.	.	.	.	.	.	.
1988 ELEMENTARY 6TH GRADERS -	6-8	.	.	.	.	.	.	.	.	.	.	.	.	16	8	22	101	.	.	.	.	.	.	.	.
1988 ELEMENTARY 6TH GRADERS -	6-8	.	.	.	.	.	.	.	.	.	.	.	.	30	3	55	105	.	.	.	.	.	.	.	.
1989 ELEMENTARY 6TH GRADERS -	6-8	.	.	.	.	.	.	.	.	.	.	.	.	81	185	23	1	.	.	.	.	.	.	.	.
1989 ELEMENTARY 6TH GRADERS -	6-8	.	.	.	.	.	.	.	.	.	.	.	.	83	186	.	.	.	.	.	.	.	.	.	.
1989 ELEMENTARY 6TH GRADERS -	6-8	.	.	.	.	.	.	.	.	.	.	.	.	18	105	8	1	.	.	.	.	.	.	.	.
1989 ELEMENTARY 6TH GRADERS -	6-8	.	.	.	.	.	.	.	.	.	.	.	.	15	96	10	3	.	.	.	.	.	.	.	.
1989 ELEMENTARY 6TH GRADERS -	6-8	.	.	.	.	.	.	.	.	.	.	.	.	48	109	.	.	.	.	.	.	.	.	.	.
1989 ELEMENTARY 6TH GRADERS -	6-8	.	.	.	.	.	.	.	.	.	.	.	.	48	102	1	1	.	.	.	.	.	.	.	.
KEALING MAGNET, 1989-90	7-8	.	.	.	.	.	.	.	.	.	.	.	.	84	210	83	98	.	.	.	.	.	.	.	.
TITLE VII - DOMINANCE A - E AT	7-8	.	.	.	.	.	.	.	.	.	.	5	30	7	68	8	70	.	.	.	.	.	.	.	.
TITLE VII, DOMINANCE A - B, AT	7-8	.	.	.	.	.	.	.	.	.	.	5	30	6	55	9	54	.	.	.	.	.	.	.	.
PREGNANCY, EDUCATION, AND PARE	8-9	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	40	9	.	.	.	.	.	.
JOHNSTON CCP COMPUTER LAB, SPR	9-11	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	15	20	27	6	4	1	12	1
JOHNSTON CCP COMPUTER LAB FALL	9-12	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	15	10	24	5	18	4	26	2

78

ATTACHMENT 5
(Page 11 of 30)

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GENESYS CROSS-PROGRAM COMPARISON
SPRING, 1990
TABLE 6 - ACHIEVEMENT INDICATORS
ITBS/TAP MEDIAN PERCENTILES
READING COMPREHENSION

07/10/90

89.30

		GRADE																							
	GRADE	1		2		3		4		5		6		7		8		9		10		11		12	
PROGRAM	LEVELS	%ILE	N	%ILE	N	%ILE	N	%ILE	N	%ILE	N	%ILE	N	%ILE	N	%ILE	N	%ILE	N	%ILE	N	%ILE	N	%ILE	N
LIBERAL ARTS ACADEMY AT JOHNST	9-12	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	84	77	86	62	.	.	.	.
NATIONAL SCIENCE FOUNDATION, 1	9-12	.	.	.	.	.	.	.	.	.	.	.	.	.	.	96	1	87	194	87	135	86	120	84	87
PEAK, SPRING, 1990	9-12	.	.	.	.	.	.	.	.	.	.	.	.	.	.	23	1	23	38	26	9	.	.	.	.
SERVED LEP STUDENTS, 1989-90,	9-12	.	.	.	.	.	.	.	.	.	.	.	.	.	.	22	2	11	144	9	81	12	59	19	33
TITLE VII, DOMINANCE A - E, OT	9-12	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	13	67	10	28	12	19	20	9
TITLE VII, DOMINANCE A - E, TR	9-12	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	7	69	8	43	13	32	21	19
TITLE VII, DOMINANCE A -B, AT	9-12	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	5	52	7	32	9	14	10	5

ATTACHMENT 5
(Page 12 of 30)

GENESYS CROSS-PROGRAM COMPARISON
SPRING, 1990
TABLE 7 - ACHIEVEMENT INDICATORS
ITBS/TAP MEDIAN PERCENTILES
MATH TOTAL

PROGRAM	GRADE LEVELS	GRADE 1 %ILE	1 N	2 %ILE	2 N	3 %ILE	3 N	4 %ILE	4 N	5 %ILE	5 N	6 %ILE	6 N	7 %ILE	7 N	8 %ILE	8 N	9 %ILE	9 N	10 %ILE	10 N	11 %ILE	11 N	12 %ILE	12 N
TEACH AND REACH, MATH SERVED,	K-5			42	63	32	177	23	87	32	146														
TEACH AND REACH, READING SERVE	K-5	40	18	38	173	33	78	27	87	26	81														
TEACH AND REACH, 1989-90	K-5	40	18	38	180	30	189	25	106	32	146														
BILINGUAL LEP STUDENTS WITH DO	K-6	30	65	30	36	24	40	12	27	21	27	19	6												
ESL LEP STUDENTS WITH DOMINANC	K-6	37	73	33	52	21	42	24	35	19	28	26	5												
LAMP LEP STUDENTS WITH DOMINAN	K-6	33	58	37	35	29	19	22	19	13	12	13	9												
SERVED LEP STUDENTS, 1989-90,	K-6	33	636	37	424	24	341	22	246	21	197	22	39												
ELEMENTARY 6TH GRADERS IN 89-9	6											90	199												
ELEMENTARY 6TH GRADERS IN 89-9	6											87	203												
ELEMENTARY 6TH GRADERS IN 89-9	6											18	162												
ELEMENTARY 6TH GRADERS IN 89-9	6											23	168												
ELEMENTARY 6TH GRADERS IN 89-9	6											56	170												
ELEMENTARY 6TH GRADERS IN 89-9	6											55	157												
MIDDLE SCHOOL 6TH GRADERS IN 8	6											85	710												
MIDDLE SCHOOL 6TH GRADERS IN 8	6											79	760												
MIDDLE SCHOOL 6TH GRADERS IN 8	6											18	979												
MIDDLE SCHOOL 6TH GRADERS IN 8	6											21	956												
MIDDLE SCHOOL 6TH GRADERS IN 8	6											53	878												
MIDDLE SCHOOL 6TH GRADERS IN 8	6											52	844												
'88 ELEMENTARY 6TH GRADERS - M	6-8													8	2	39	88								
'88 MIDDLE SCHOOL 6TH GRADERS	6-8													64	4	78	623	69	1						
'88 MIDDLE SCHOOL 6TH GRADERS	6-8													53	5	76	593								
'88 MIDDLE SCHOOL 6TH GRADERS	6-8													17	43	16	559	11	5						
'88 MIDDLE SCHOOL 6TH GRADERS	6-8													19	39	18	547	16	9						
'88 MIDDLE SCHOOL 6TH GRADERS	6-8													36	16	47	623	69	1						
'88 MIDDLE SCHOOL 6TH GRADERS	6-8													46	13	46	575	32	4						
'89 MIDDLE SCHOOL 6TH GRADERS	6-8											36	1	78	702										
'89 MIDDLE SCHOOL 6TH GRADERS	6-8											19	33	17	653	4	7								
'89 MIDDLE SCHOOL 6TH GRADERS	6-8											17	29	19	603	5	10								
'89 MIDDLE SCHOOL 6TH GRADERS	6-8											39	10	43	777	15	3								
'89 MIDDLE SCHOOL 6TH GRADERS	6-8											64	7	43	716	14	6								
SERVED LEP STUDENTS, 1989-90,	6-8											16	94	12	126	12	144	9	1						
TITLE VII, DOMINANCE A - E AT	6-8													18	54	12	57								
1988 ELEMENTARY 6TH GRADERS -	6-8													5	1	85	127								
1988 ELEMENTARY 6TH GRADERS -	6-8													61	1	82	146								
1988 ELEMENTARY 6TH GRADERS -	6-8													10	7	17	102								
1988 ELEMENTARY 6TH GRADERS -	6-8													14	8	18	99								
1988 ELEMENTARY 6TH GRADERS -	6-8													48	3	43	106								
1989 ELEMENTARY 6TH GRADERS -	6-8													86	184	73	1								
1989 ELEMENTARY 6TH GRADERS -	6-8													85	185										
1989 ELEMENTARY 6TH GRADERS -	6-8													16	108	26	1								
1989 ELEMENTARY 6TH GRADERS -	6-8													18	98	33	3								
1989 ELEMENTARY 6TH GRADERS -	6-8													48	111										
1989 ELEMENTARY 6TH GRADERS -	6-8													53	103	7	1								
KEALING MAGNET, 1989-90	7-8													88	210	77	96								
TITLE VII - DOMINANCE A - E AT	7-8											11	28	10	65	9	71								
TITLE VII, DOMINANCE A - B, AT	7-8											11	28	10	52	9	53								
PREGNANCY, EDUCATION, AND PARE	8-9																	12	10						
JOHNSTON CCP COMPUTER LAB, SPR	9-11																	11	20	20	6	11	1	8	1
JOHNSTON CCP COMPUTER LAB FALL	9-12																	12	10	18	5	19	4	22	2

80

ATTACHMENT 5
(Page 13 of 30)

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GENESYS CROSS-PROGRAM COMPARISON
SPRING, 1990
TABLE 7 - ACHIEVEMENT INDICATORS
ITBS/TAP MEDIAN PERCENTILES
MATH TOTAL

		GRADE																							
	GRADE	1		2		3		4		5		6		7		8		9		10		11		12	
PROGRAM	LEVELS	%ILE	N	%ILE	N	%ILE	N	%ILE	N	%ILE	N	%ILE	N	%ILE	N	%ILE	N	%ILE	N	%ILE	N	%ILE	N	%ILE	N
LIBERAL ARTS ACADEMY AT JOHNST	9-12	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	73	77	78	62	.	.	.	.
NATIONAL SCIENCE FOUNDATION, 1	9-12	.	.	.	.	.	.	.	.	.	.	.	.	.	.	99	1	84	195	87	136	89	120	93	86
PEAK, SPRING, 1990	9-12	.	.	.	.	.	.	.	.	.	.	.	.	.	.	11	1	17	37	29	9	.	.	.	.
SERVED LEP STUDENTS, 1989-90,	9-12	.	.	.	.	.	.	.	.	.	.	.	.	.	.	7	2	18	147	15	82	32	59	34	33
TITLE VII, DOMINANCE A - E, OT	9-12	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	15	69	14	29	26	19	19	9
TITLE VII, DOMINANCE A - E, TR	9-12	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	13	70	13	43	16	32	31	19
TITLE VII, DOMINANCE A -B, AT	9-12	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	16	53	13	32	16	14	19	5

ATTACHMENT 5
(Page 14 of 30)

GENESYS CROSS-PROGRAM COMPARISON
SPRING, 1990
TABLE 8 - ACHIEVEMENT INDICATORS
ITBS/TAP MEDIAN PERCENTILES
COMPOSITE

07/10/90

PROGRAM	GRADE LEVELS	GRADE 1		2		3		4		5		6		7		8		9		10		11		12	
		%ILE	N	%ILE	N	%ILE	N	%ILE	N	%ILE	N	%ILE	N	%ILE	N	%ILE	N	%ILE	N	%ILE	N	%ILE	N	%ILE	N
TEACH AND REACH, MATH SERVED,	K-5	.	.	34	61	35	169	26	83	33	145	.	.	.	.	.	.	.	.	.	.	.	.	.	.
TEACH AND REACH, READING SERVE	K-5	58	18	35	167	33	77	33	83	29	81	.	.	.	.	.	.	.	.	.	.	.	.	.	.
TEACH AND REACH, 1989-90	K-5	58	18	34	174	33	180	30	102	33	145	.	.	.	.	.	.	.	.	.	.	.	.	.	.
BILINGUAL LEP STUDENTS WITH DO	K-6	25	64	18	30	24	40	20	24	13	27	16	6	.	.	.	.	.	.	.	.	.	.	.	.
ESL LEP STUDENTS WITH DOMINANC	K-6	37	72	26	51	23	42	26	33	14	26	20	5	.	.	.	.	.	.	.	.	.	.	.	.
LAMP LEP STUDENTS WITH DOMINAN	K-6	38	57	29	33	24	19	14	19	14	12	4	9	.	.	.	.	.	.	.	.	.	.	.	.
SERVED LEP STUDENTS, 1989-90,	K-6	23	541	20	359	22	325	16	231	14	179	10	36	.	.	.	.	.	.	.	.	.	.	.	.
ELEMENTARY 6TH GRADERS IN 89-9	6	.	.	.	.	.	.	.	.	.	.	89	199	.	.	.	.	.	.	.	.	.	.	.	.
ELEMENTARY 6TH GRADERS IN 89-9	6	.	.	.	.	.	.	.	.	.	.	89	203	.	.	.	.	.	.	.	.	.	.	.	.
ELEMENTARY 6TH GRADERS IN 89-9	6	.	.	.	.	.	.	.	.	.	.	21	161	.	.	.	.	.	.	.	.	.	.	.	.
ELEMENTARY 6TH GRADERS IN 89-9	6	.	.	.	.	.	.	.	.	.	.	21	168	.	.	.	.	.	.	.	.	.	.	.	.
ELEMENTARY 6TH GRADERS IN 89-9	6	.	.	.	.	.	.	.	.	.	.	53	170	.	.	.	.	.	.	.	.	.	.	.	.
ELEMENTARY 6TH GRADERS IN 89-9	6	.	.	.	.	.	.	.	.	.	.	55	157	.	.	.	.	.	.	.	.	.	.	.	.
MIDDLE SCHOOL 6TH GRADERS IN 8	6	.	.	.	.	.	.	.	.	.	.	84	708	.	.	.	.	.	.	.	.	.	.	.	.
MIDDLE SCHOOL 6TH GRADERS IN 8	6	.	.	.	.	.	.	.	.	.	.	84	760	.	.	.	.	.	.	.	.	.	.	.	.
MIDDLE SCHOOL 6TH GRADERS IN 8	6	.	.	.	.	.	.	.	.	.	.	21	965	.	.	.	.	.	.	.	.	.	.	.	.
MIDDLE SCHOOL 6TH GRADERS IN 8	6	.	.	.	.	.	.	.	.	.	.	20	948	.	.	.	.	.	.	.	.	.	.	.	.
MIDDLE SCHOOL 6TH GRADERS IN 8	6	.	.	.	.	.	.	.	.	.	.	53	874	.	.	.	.	.	.	.	.	.	.	.	.
MIDDLE SCHOOL 6TH GRADERS IN 8	6	.	.	.	.	.	.	.	.	.	.	53	840	.	.	.	.	.	.	.	.	.	.	.	.
'88 ELEMENTARY 6TH GRADERS - M	6-8	.	.	.	.	.	.	.	.	.	.	.	.	15	2	53	87	.	.	.	.	.	.	.	.
'88 MIDDLE SCHOOL 6TH GRADERS	6-8	.	.	.	.	.	.	.	.	.	.	.	.	68	3	83	617	.	.	.	.	.	.	.	.
'88 MIDDLE SCHOOL 6TH GRADERS	6-8	.	.	.	.	.	.	.	.	.	.	.	.	57	5	84	591	.	.	.	.	.	.	.	.
'88 MIDDLE SCHOOL 6TH GRADERS	6-8	.	.	.	.	.	.	.	.	.	.	.	.	21	41	22	542	18	5	.	.	.	.	.	.
'88 MIDDLE SCHOOL 6TH GRADERS	6-8	.	.	.	.	.	.	.	.	.	.	.	.	19	35	21	533	21	8	.	.	.	.	.	.
'88 MIDDLE SCHOOL 6TH GRADERS	6-8	.	.	.	.	.	.	.	.	.	.	.	.	42	15	53	609	.	.	.	.	.	.	.	.
'88 MIDDLE SCHOOL 6TH GRADERS	6-8	.	.	.	.	.	.	.	.	.	.	.	.	50	11	52	569	35	3	.	.	.	.	.	.
'89 MIDDLE SCHOOL 6TH GRADERS	6-8	.	.	.	.	.	.	.	.	.	.	46	1	82	693	.	.	.	.	.	.	.	.	.	.
'89 MIDDLE SCHOOL 6TH GRADERS	6-8	.	.	.	.	.	.	.	.	.	.	15	32	24	639	5	7	.	.	.	.	.	.	.	.
'89 MIDDLE SCHOOL 6TH GRADERS	6-8	.	.	.	.	.	.	.	.	.	.	13	28	22	589	6	10	.	.	.	.	.	.	.	.
'89 MIDDLE SCHOOL 6TH GRADERS	6-8	.	.	.	.	.	.	.	.	.	.	45	10	52	762	34	3	.	.	.	.	.	.	.	.
'89 MIDDLE SCHOOL 6TH GRADERS	6-8	.	.	.	.	.	.	.	.	.	.	48	7	52	699	16	6	.	.	.	.	.	.	.	.
SERVED LEP STUDENTS, 1989-90,	6-8	.	.	.	.	.	.	.	.	.	.	5	94	6	117	6	136	4	1	.	.	.	.	.	.
TITLE VII, DOMINANCE A - E AT	6-8	.	.	.	.	.	.	.	.	.	.	.	.	13	47	10	53	.	.	.	.	.	.	.	.
1988 ELEMENTARY 6TH GRADERS -	6-8	.	.	.	.	.	.	.	.	.	.	.	.	14	1	91	126	.	.	.	.	.	.	.	.
1988 ELEMENTARY 6TH GRADERS -	6-8	.	.	.	.	.	.	.	.	.	.	.	.	68	1	89	143	.	.	.	.	.	.	.	.
1988 ELEMENTARY 6TH GRADERS -	6-8	.	.	.	.	.	.	.	.	.	.	.	.	14	6	22	100	.	.	.	.	.	.	.	.
1988 ELEMENTARY 6TH GRADERS -	6-8	.	.	.	.	.	.	.	.	.	.	.	.	16	7	21	97	.	.	.	.	.	.	.	.
1988 ELEMENTARY 6TH GRADERS -	6-8	.	.	.	.	.	.	.	.	.	.	.	.	46	3	57	102	.	.	.	.	.	.	.	.
1989 ELEMENTARY 6TH GRADERS -	6-8	.	.	.	.	.	.	.	.	.	.	.	.	86	184	29	1	.	.	.	.	.	.	.	.
1989 ELEMENTARY 6TH GRADERS -	6-8	.	.	.	.	.	.	.	.	.	.	.	.	87	185	.	.	.	.	.	.	.	.	.	.
1989 ELEMENTARY 6TH GRADERS -	6-8	.	.	.	.	.	.	.	.	.	.	.	.	17	103	22	1	.	.	.	.	.	.	.	.
1989 ELEMENTARY 6TH GRADERS -	6-8	.	.	.	.	.	.	.	.	.	.	.	.	14	94	18	3	.	.	.	.	.	.	.	.
1989 ELEMENTARY 6TH GRADERS -	6-8	.	.	.	.	.	.	.	.	.	.	.	.	52	109	.	.	.	.	.	.	.	.	.	.
1989 ELEMENTARY 6TH GRADERS -	6-8	.	.	.	.	.	.	.	.	.	.	.	.	55	102	1	1	.	.	.	.	.	.	.	.
KEALING MAGNET, 1989-90	7-8	.	.	.	.	.	.	.	.	.	.	.	.	88	210	85	96	.	.	.	.	.	.	.	.
TITLE VII - DOMINANCE A - E AT	7-8	.	.	.	.	.	.	.	.	.	.	2	28	3	63	3	67	.	.	.	.	.	.	.	.
TITLE VII, DOMINANCE A - B, AT	7-8	.	.	.	.	.	.	.	.	.	.	2	28	2	50	3	51	.	.	.	.	.	.	.	.
PREGNANCY, EDUCATION, AND PARE	8-9	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	27	6	.	.	.	.	.	.
JOHNSTON CCP COMPUTER LAB, SPR	9-11	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	11	16	33	5	.	.	5	1
JOHNSTON CCP COMPUTER LAB FALL	9-12	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	13	8	28	5	13	3	15	2

ATTACHMENT 5
(Page 15 of 30)

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GENESYS CROSS-PROGRAM COMPARISON
SPRING, 1990
TABLE 8 - ACHIEVEMENT INDICATORS
ITBS/TAP MEDIAN PERCENTILES
COMPOSITE

07/10/90

PROGRAM	GRADE LEVELS	1 %ILE	1 N	2 %ILE	2 N	3 %ILE	3 N	4 %ILE	4 N	5 %ILE	5 N	6 %ILE	6 N	7 %ILE	7 N	8 %ILE	8 N	9 %ILE	9 N	10 %ILE	10 N	11 %ILE	11 N	12 %ILE	12 N
LIBERAL ARTS ACADEMY AT JOHNST	9-12	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	81	73	83	61	.	.	.	.
NATIONAL SCIENCE FOUNDATION, 1	9-12	.	.	.	.	.	.	.	.	.	.	.	.	.	.	99	1	89	193	87	134	90	119	89	81
PEAK, SPRING, 1990	9-12	.	.	.	.	.	.	.	.	.	.	.	.	.	.	22	1	30	27	30	8	.	.	.	.
SERVED LEP STUDENTS, 1989-90,	9-12	.	.	.	.	.	.	.	.	.	.	.	.	.	.	7	2	12	128	10	73	16	50	20	31
TITLE VII, DOMINANCE A - E, OT	9-12	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	11	55	7	24	22	16	15	9
TITLE VII, DOMINANCE A - E, TR	9-12	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	10	64	9	39	15	29	24	19
TITLE VII, DOMINANCE A -B, AT	9-12	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	9	49	8	30	10	12	9	5

GENESYS CROSS-PROGRAM COMPARISON
SPRING, 1990
TABLE 9B - ACHIEVEMENT INDICATORS
ROSE RESULTS FOR READING
JUNIOR HIGH/MIDDLE SCHOOL PROGRAMS

PROGRAM	GRADE	N	PRETEST GE	POSTTEST GE	GAIN	PREDICTED SCORE	OVER/UNDER ACTUAL	SIGNIFICANCE
ELEMENTARY 6TH GRADERS IN 89-90, HIGH MATH	6	195	7.6	8.8	1.2	8.6	0.1	=
	7	.	.	.	.	.	.	
	8	.	.	.	.	.	.	
ELEMENTARY 6TH GRADERS IN 89-90, HIGH READING	6	201	7.8	8.9	1.1	8.9	0.0	=
	7	.	.	.	.	.	.	
	8	.	.	.	.	.	.	
ELEMENTARY 6TH GRADERS IN 89-90, LOW MATH	6	161	4.6	5.4	0.8	5.5	-.1	=
	7	.	.	.	.	.	.	
	8	.	.	.	.	.	.	
ELEMENTARY 6TH GRADERS IN 89-90, LOW READING	6	172	4.2	5.2	0.9	5.2	0.0	=
	7	.	.	.	.	.	.	
	8	.	.	.	.	.	.	
ELEMENTARY 6TH GRADERS IN 89-90, MIDDLE MATH	6	170	5.9	6.8	1.0	6.8	0.0	=
	7	.	.	.	.	.	.	
	8	.	.	.	.	.	.	
ELEMENTARY 6TH GRADERS IN 89-90, MIDDLE READING	6	157	5.9	6.8	1.0	6.8	0.0	=
	7	.	.	.	.	.	.	
	8	.	.	.	.	.	.	
MIDDLE SCHOOL 6TH GRADERS IN 89-90, HIGH MATH	6	706	7.2	8.4	1.2	8.1	0.2	+
	7	.	.	.	.	.	.	
	8	.	.	.	.	.	.	
MIDDLE SCHOOL 6TH GRADERS IN 89-90, HIGH READING	6	761	7.6	8.6	1.0	8.5	0.1	=
	7	.	.	.	.	.	.	
	8	.	.	.	.	.	.	
MIDDLE SCHOOL 6TH GRADERS IN 89-90, LOW MATH	6	963	4.6	5.3	0.7	5.5	-.2	-
	7	.	.	.	.	.	.	
	8	.	.	.	.	.	.	
MIDDLE SCHOOL 6TH GRADERS IN 89-90, LOW READING	6	977	4.2	5.1	0.9	5.1	-.1	-
	7	.	.	.	.	.	.	
	8	.	.	.	.	.	.	
MIDDLE SCHOOL 6TH GRADERS IN 89-90, MIDDLE MATH	6	867	5.9	6.9	1.0	6.8	0.1	=
	7	.	.	.	.	.	.	
	8	.	.	.	.	.	.	
MIDDLE SCHOOL 6TH GRADERS IN 89-90, MIDDLE READING	6	854	5.9	6.8	0.9	6.7	0.0	=
	7	.	.	.	.	.	.	
	8	.	.	.	.	.	.	
'88 ELEMENTARY 6TH GRADERS - MID READING - 88-89	6	.	.	.	.	.	.	
	7	1	7.6	7.9	0.3	8.0	-.1	*
	8	80	7.5	8.9	1.4	8.7	0.2	=
'88 MIDDLE SCHOOL 6TH GRADERS - HIGH MATH - 88-89	6	.	.	.	.	.	.	
	7	3	7.2	8.4	1.2	8.1	0.3	*
	8	612	9.2	10.4	1.2	10.2	0.1	+
'88 MIDDLE SCHOOL 6TH GRADERS - HIGH READING - 88-89	6	.	.	.	.	.	.	
	7	3	8.0	9.1	1.1	8.9	0.2	*
	8	581	9.4	10.6	1.3	10.4	0.2	+
'88 MIDDLE SCHOOL 6TH GRADERS - LOW MATH - 88-89	6	.	.	.	.	.	.	
	7	38	5.7	6.3	0.6	6.7	-.4	-
	8	487	6.4	7.5	1.1	7.7	-.2	-
'88 MIDDLE SCHOOL 6TH GRADERS - LOW READING - 88-89	6	.	.	.	.	.	.	
	7	33	5.5	6.0	0.6	6.5	-.4	-
	8	477	6.1	7.1	1.1	7.4	-.3	-

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GENESYS CROSS-PROGRAM COMPARISON
SPRING, 1990
TABLE 9B - ACHIEVEMENT INDICATORS
ROSE RESULTS FOR READING
JUNIOR HIGH/MIDDLE SCHOOL PROGRAMS

PROGRAM	GRADE	N	PRETEST GE	POSTTEST GE	GAIN	PREDICTED SCORE	OVER/UNDER ACTUAL	SIGNIFICANCE
'88 MIDDLE SCHOOL 6TH GRADERS - MID READING - 88-89	6	.	.	.	.	.	.	
	7	13	6.0	7.4	1.4	7.0	0.4	*
	8	585	7.7	8.9	1.2	8.8	0.0	=
'88 MIDDLE SCHOOL 6TH GRADERS - MIDDLE MATH - 88-89	6	.	.	.	.	.	.	
	7	9	5.6	6.9	1.3	6.6	0.3	*
	8	538	7.6	8.8	1.1	8.8	0.0	=
'89 MIDDLE SCHOOL 6TH GRADERS - HIGH READING - 88-89	6	1	6.7	6.9	0.2	7.2	-.3	*
	7	684	8.2	9.5	1.3	9.2	0.2	+
	8	.	.	.	.	.	.	
'89 MIDDLE SCHOOL 6TH GRADERS - LOW MATH - 88-89	6	31	4.6	5.1	0.5	5.4	-.3	=
	7	627	5.4	6.4	1.0	6.6	-.2	-
	8	5	5.0	6.1	1.1	6.8	-.7	*
'89 MIDDLE SCHOOL 6TH GRADERS - LOW READING - 88-89	6	27	4.3	4.9	0.5	5.2	-.3	=
	7	581	5.1	6.1	1.0	6.3	-.2	-
	8	6	4.6	5.0	0.3	6.3	-.1	*
'89 MIDDLE SCHOOL 6TH GRADERS - MID READING - 88-89	6	9	6.0	6.5	0.5	6.7	-.3	*
	7	749	6.5	7.7	1.2	7.7	0.1	=
	8	1	8.3	11.3	3.0	9.5	1.8	*
'89 MIDDLE SCHOOL 6TH GRADERS - MIDDLE MATH - 88-89	6	6	6.1	6.7	0.5	6.8	-.1	*
	7	679	6.6	7.8	1.2	7.7	0.0	=
	8	2	5.5	5.4	-0.2	6.8	-.1	*
SERVED LEP STUDENTS, 1989-90, GRADES 6-8	6	25	3.7	4.2	0.5	4.5	-.3	*
	7	37	4.5	5.5	1.0	5.7	-.2	=
	8	27	4.7	5.8	1.0	6.3	-.5	-
TITLE VII, DOMINANCE A - E AT OTHER SCHOOLS, 1989-90	6	.	.	.	.	.	.	
	7	25	4.5	5.7	1.2	5.7	0.1	*
	8	18	4.9	6.3	1.4	6.4	-.1	*
1988 ELEMENTARY 6TH GRADERS - HIGH MATH - 1988-89	6	.	.	.	.	.	.	
	7	1	4.5	5.2	0.7	5.4	-.2	*
	8	122	9.7	11.0	1.3	10.8	0.2	+
1988 ELEMENTARY 6TH GRADERS - HIGH READING - 1988-89	6	.	.	.	.	.	.	
	7	1	5.6	6.7	1.1	7.3	-.6	*
	8	140	9.7	10.9	1.2	10.8	0.1	=
1988 ELEMENTARY 6TH GRADERS - LOW MATH - 1988-89	6	.	.	.	.	.	.	
	7	4	6.2	6.5	0.3	7.0	-.5	*
	8	88	6.5	7.4	0.9	7.7	-.3	-
1988 ELEMENTARY 6TH GRADERS - LOW READING - 1988-89	6	.	.	.	.	.	.	
	7	5	5.5	5.7	0.2	6.4	-.7	*
	8	85	6.2	7.2	1.0	7.4	-.2	=
1988 ELEMENTARY 6TH GRADERS - MIDDLE MATH - 1988-89	6	.	.	.	.	.	.	
	7	2	5.6	6.0	0.4	6.8	-.8	*
	8	97	7.7	9.0	1.3	8.9	0.2	=
1989 ELEMENTARY 6TH GRADERS - HIGH MATH - 1988-89	6	.	.	.	.	.	.	
	7	182	8.6	9.7	1.1	9.6	0.0	=
	8	.	.	.	.	.	.	
1989 ELEMENTARY 6TH GRADERS - HIGH READING - 1988-89	6	.	.	.	.	.	.	
	7	184	8.7	9.8	1.1	9.8	0.0	=
	8	.	.	.	.	.	.	
1989 ELEMENTARY 6TH GRADERS - LOW MATH - 1988-89	6	.	.	.	.	.	.	
	7	101	5.2	5.9	0.7	6.3	-.4	-
	8	.	.	.	.	.	.	

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GENESYS CROSS-PROGRAM COMPARISON
SPRING, 1990
TABLE 9B - ACHIEVEMENT INDICATORS
ROSE RESULTS FOR READING
JUNIOR HIGH/MIDDLE SCHOOL PROGRAMS

07/10/90

PROGRAM	GRADE	N	PRETEST GE	POSTTEST GE	GAIN	PREDICTED SCORE	OVER/UNDER ACTUAL	SIGNIFICANCE
1989 ELEMENTARY 6TH GRADERS - LOW READING - 1988-89	6	.	.	.	.	.	.	
	7	95	4.9	5.5	0.6	6.0	-.5	-
	8	1	3.7	2.3	-1.4	5.5	-.3	*
1989 ELEMENTARY 6TH GRADERS - MID READING - 1988-89	6	.	.	.	.	.	.	
	7	103	6.7	7.8	1.1	7.9	-.1	=
	8	.	.	.	.	.	.	
1989 ELEMENTARY 6TH GRADERS - MIDDLE MATH - 1988-89	6	.	.	.	.	.	.	
	7	99	6.9	7.7	0.8	8.0	-.3	-
	8	1	3.7	2.3	-1.4	5.5	-.3	*
KEALING MAGNET, 1989-90	6	.	.	.	.	.	.	
	7	180	8.5	9.8	1.3	9.7	0.1	=
	8	88	9.1	10.6	1.5	10.2	0.4	+
TITLE VII - DOMINANCE A - E AT MARTIN, 1989-90	6	.	.	.	.	.	.	
	7	9	4.8	5.2	0.4	5.8	-.6	*
	8	6	5.0	4.9	-0.1	6.5	-.2	*
TITLE VII, DOMINANCE A - B, AT MARTIN, 1989-90	6	.	.	.	.	.	.	
	7	.	.	.	.	.	.	
	8	.	.	.	.	.	.	

GENESYS CROSS-PROGRAM COMPARISON
SPRING, 1990
TABLE 9C - ACHIEVEMENT INDICATORS
ROSE RESULTS FOR READING
HIGH SCHOOL PROGRAMS

07/10/90

PROGRAM	GRADE	N	PRETEST GE	POSTTEST GE	GAIN	PREDICTED SCORE	OVER/UNDER ACTUAL	SIGNIFICANCE
JOHNSTON CCP COMPUTER LAB, SPRING, 1989-90	9	7	8.4	8.1	-0.3	10.0	-.2	*
	10	3	7.2	9.0	1.8	8.5	0.5	*
	11	1	7.3	5.6	-1.7	8.6	-.3	*
	12	1	5.3	7.6	2.3	6.2	1.4	*
JOHNSTON CCP COMPUTER LAB FALL, 1989-90	9	4	8.2	7.1	-1.1	9.8	-.3	*
	10	3	7.0	8.4	1.4	8.3	0.0	*
	11	2	8.0	8.0	0.0	9.0	-.1	*
	12	1	5.3	7.6	2.3	6.2	1.4	*
LIBERAL ARTS ACADEMY AT JOHNSTON, 1989-90	9	63	10.6	14.4	3.8	13.4	1.0	+
	10	54	14.0	15.7	1.6	15.1	0.5	+
	11	.	.	.	.	.	.	
	12	.	.	.	.	.	.	
NATIONAL SCIENCE FOUNDATION, 1989-90	9	172	10.7	14.8	4.1	13.9	0.9	+
	10	130	14.7	16.0	1.3	15.7	0.2	=
	11	113	16.2	17.0	0.8	16.5	0.6	+
	12	81	16.9	17.0	0.1	16.3	0.5	+
PEAK, SPRING, 1990	9	14	7.8	8.1	0.3	9.3	-.1	*
	10	7	9.0	9.5	0.5	10.2	-.7	*
	11	.	.	.	.	.	.	
	12	.	.	.	.	.	.	
SERVED LEP STUDENTS, 1989-90, GRADES 9-12	9	15	6.5	7.9	1.4	7.7	0.2	*
	10	10	7.0	7.2	0.2	8.2	-.1	*
	11	7	7.8	8.0	0.2	9.1	-.1	*
	12	8	10.0	11.2	1.2	10.6	0.5	*
TITLE VII, DOMINANCE A - E, OTHER HIGH SCHOOLS	9	10	6.0	7.4	1.3	7.1	0.3	*
	10	6	7.5	6.8	-0.7	8.6	-.2	*
	11	3	7.9	8.3	0.4	9.2	-.9	*
	12	.	.	.	.	.	.	
TITLE VII, DOMINANCE A - E, TRAVIS, JOHNSTON	9	4	7.4	9.0	1.6	8.8	0.2	*
	10	3	6.2	7.1	0.9	7.6	-.5	*
	11	4	7.7	7.7	0.0	8.9	-.1	*
	12	8	10.0	11.2	1.2	10.6	0.5	*
TITLE VII, DOMINANCE A -B, AT TRAVIS, JOHNSTON 89-90	9	.	.	.	.	.	.	
	10	.	.	.	.	.	.	
	11	.	.	.	.	.	.	
	12	.	.	.	.	.	.	

ATTACHMENT 5
(Page 20 of 30)

GENESYS CROSS-PROGRAM COMPARISON
SPRING, 1990
TABLE 10B - ACHIEVEMENT INDICATORS
ROSE RESULTS FOR MATH
JUNIOR HIGH/MIDDLE SCOOL PROGRAMS

PROGRAM	GRADE	N	PRETEST GE	POSTTEST GE	GAIN	PREDICTED SCORE	OVER/UNDER ACTUAL	SIGNIFICANCE
ELEMENTARY 6TH GRADERS IN 89-90, HIGH MATH	6	198	7.6	8.6	1.0	8.6	0.0	=
	7	.	.	.	.	.	.	
	8	.	.	.	.	.	.	
ELEMENTARY 6TH GRADERS IN 89-90, HIGH READING	6	202	7.3	8.3	1.1	8.3	0.0	=
	7	.	.	.	.	.	.	
	8	.	.	.	.	.	.	
ELEMENTARY 6TH GRADERS IN 89-90, LOW MATH	6	162	4.7	5.7	0.9	5.6	0.0	=
	7	.	.	.	.	.	.	
	8	.	.	.	.	.	.	
ELEMENTARY 6TH GRADERS IN 89-90, LOW READING	6	168	5.0	5.9	0.8	5.9	0.0	=
	7	.	.	.	.	.	.	
	8	.	.	.	.	.	.	
ELEMENTARY 6TH GRADERS IN 89-90, MIDDLE MATH	6	170	6.0	7.0	0.9	6.9	0.0	=
	7	.	.	.	.	.	.	
	8	.	.	.	.	.	.	
ELEMENTARY 6TH GRADERS IN 89-90, MIDDLE READING	6	157	6.1	7.0	0.9	7.0	0.0	=
	7	.	.	.	.	.	.	
	8	.	.	.	.	.	.	
MIDDLE SCHOOL 6TH GRADERS IN 89-90, HIGH MATH	6	710	7.4	8.3	0.9	8.2	0.0	=
	7	.	.	.	.	.	.	
	8	.	.	.	.	.	.	
MIDDLE SCHOOL 6TH GRADERS IN 89-90, HIGH READING	6	758	7.0	7.9	1.0	7.8	0.1	+
	7	.	.	.	.	.	.	
	8	.	.	.	.	.	.	
MIDDLE SCHOOL 6TH GRADERS IN 89-90, LOW MATH	6	977	4.7	5.6	0.8	5.6	0.0	=
	7	.	.	.	.	.	.	
	8	.	.	.	.	.	.	
MIDDLE SCHOOL 6TH GRADERS IN 89-90, LOW READING	6	941	5.0	5.7	0.8	5.8	-.1	-
	7	.	.	.	.	.	.	
	8	.	.	.	.	.	.	
MIDDLE SCHOOL 6TH GRADERS IN 89-90, MIDDLE MATH	6	875	6.0	6.9	0.8	6.8	0.0	=
	7	.	.	.	.	.	.	
	8	.	.	.	.	.	.	
MIDDLE SCHOOL 6TH GRADERS IN 89-90, MIDDLE READING	6	838	6.0	6.8	0.8	6.8	0.0	=
	7	.	.	.	.	.	.	
	8	.	.	.	.	.	.	
'88 ELEMENTARY 6TH GRADERS - MID READING - 88-89	6	.	.	.	.	.	.	
	7	2	5.4	5.6	0.2	6.2	-.6	*
	8	80	7.5	8.2	0.7	8.3	-.1	=
'88 MIDDLE SCHOOL 6TH GRADERS - HIGH MATH - 88-89	6	.	.	.	.	.	.	
	7	3	7.9	8.5	0.6	8.7	-.2	*
	8	603	9.2	10.0	0.8	9.8	0.1	+
'88 MIDDLE SCHOOL 6TH GRADERS - HIGH READING - 88-89	6	.	.	.	.	.	.	
	7	3	7.7	8.5	0.8	8.6	-.1	*
	8	573	9.0	9.9	0.8	9.7	0.1	=
'88 MIDDLE SCHOOL 6TH GRADERS - LOW MATH - 88-89	6	.	.	.	.	.	.	
	7	33	5.8	6.3	0.5	6.6	-.3	-
	8	482	6.4	7.2	0.7	7.3	-.1	-
'88 MIDDLE SCHOOL 6TH GRADERS - LOW READING - 88-89	6	.	.	.	.	.	.	
	7	29	6.0	6.5	0.6	6.7	-.2	=
	8	469	6.5	7.3	0.8	7.3	-.1	-

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GENESYS CROSS-PROGRAM COMPARISON
SPRING, 1990
TABLE 10B - ACHIEVEMENT INDICATORS
ROSE RESULTS FOR MATH
JUNIOR HIGH/MIDDLE SCOOL PROGRAMS

PROGRAM	GRADE	N	PRETEST GE	POSTTEST GE	GAIN	PREDICTED SCORE	OVER/UNDER ACTUAL	SIGNIFICANCE
'88 MIDDLE SCHOOL 6TH GRADERS - MID READING - 88-89	6	.	.	.	.	.	.	
	7	13	6.3	6.9	0.6	7.1	-.2	*
	8	580	7.7	8.6	0.9	8.5	0.0	=
'88 MIDDLE SCHOOL 6TH GRADERS - MIDDLE MATH - 88-89	6	.	.	.	.	.	.	
	7	10	6.7	7.4	0.7	7.4	0.0	*
	8	532	7.6	8.5	0.9	8.4	0.0	=
'89 MIDDLE SCHOOL 6TH GRADERS - HIGH READING - 88-89	6	1	6.3	6.3	0.0	7.0	-.7	*
	7	674	7.9	9.0	1.1	8.9	0.1	+
	8	.	.	.	.	.	.	
'89 MIDDLE SCHOOL 6TH GRADERS - LOW MATH - 88-89	6	31	5.1	5.5	0.5	5.8	-.3	-
	7	611	5.6	6.4	0.8	6.5	-.1	-
	8	5	5.1	5.8	0.7	6.0	-.2	*
'89 MIDDLE SCHOOL 6TH GRADERS - LOW READING - 88-89	6	27	5.0	5.6	0.5	5.8	-.2	=
	7	562	5.7	6.5	0.8	6.5	-.1	-
	8	6	5.3	6.1	0.8	6.2	-.1	*
'89 MIDDLE SCHOOL 6TH GRADERS - MID READING - 88-89	6	9	5.9	6.3	0.4	6.7	-.4	*
	7	748	6.7	7.5	0.9	7.5	0.0	=
	8	1	6.0	7.0	1.0	7.0	0.0	*
'89 MIDDLE SCHOOL 6TH GRADERS - MIDDLE MATH - 88-89	6	7	6.5	7.0	0.5	7.2	-.2	*
	7	687	6.7	7.5	0.8	7.5	0.0	=
	8	2	6.3	7.3	1.0	7.0	0.3	*
SERVED LEP STUDENTS, 1989-90, GRADES 6-8	6	23	4.7	5.4	0.7	5.5	0.0	*
	7	36	5.5	6.2	0.7	6.3	0.0	=
	8	26	5.8	6.6	0.8	6.7	-.1	=
TITLE VII, DOMINANCE A - E AT OTHER SCHOOLS, 1989-90	6	.	.	.	.	.	.	
	7	23	5.2	6.1	0.8	6.1	0.0	*
	8	18	6.1	6.8	0.7	7.0	-.2	*
1988 ELEMENTARY 6TH GRADERS - HIGH MATH - 1988-89	6	.	.	.	.	.	.	
	7	1	4.1	5.4	1.3	5.1	0.3	*
	8	121	9.4	10.3	1.0	10.1	0.2	+
1988 ELEMENTARY 6TH GRADERS - HIGH READING - 1988-89	6	.	.	.	.	.	.	
	7	1	7.1	8.2	1.1	8.1	0.1	*
	8	138	9.1	10.0	0.9	9.9	0.1	+
1988 ELEMENTARY 6TH GRADERS - LOW MATH - 1988-89	6	.	.	.	.	.	.	
	7	6	5.7	5.8	0.0	6.5	-.7	*
	8	88	6.3	7.0	0.7	7.1	-.2	-
1988 ELEMENTARY 6TH GRADERS - LOW READING - 1988-89	6	.	.	.	.	.	.	
	7	6	5.9	6.0	0.1	6.6	-.6	*
	8	86	6.5	7.2	0.8	7.2	0.0	=
1988 ELEMENTARY 6TH GRADERS - MIDDLE MATH - 1988-89	6	.	.	.	.	.	.	
	7	2	7.3	7.6	0.3	8.1	-.5	*
	8	97	7.6	8.4	0.7	8.4	-.1	=
1989 ELEMENTARY 6TH GRADERS - HIGH MATH - 1988-89	6	.	.	.	.	.	.	
	7	182	8.4	9.5	1.1	9.5	0.1	=
	8	.	.	.	.	.	.	
1989 ELEMENTARY 6TH GRADERS - HIGH READING - 1988-89	6	.	.	.	.	.	.	
	7	183	8.4	9.4	1.0	9.4	0.0	=
	8	.	.	.	.	.	.	
1989 ELEMENTARY 6TH GRADERS - LOW MATH - 1988-89	6	.	.	.	.	.	.	
	7	102	5.7	6.3	0.5	6.5	-.2	-
	8	.	.	.	.	.	.	

GENESYS CROSS-PROGRAM COMPARISON
SPRING, 1990
TABLE 10B - ACHIEVEMENT INDICATORS
ROSE RESULTS FOR MATH
JUNIOR HIGH/MIDDLE SCOOL PROGRAMS

07/10/90

PROGRAM	GRADE	N	PRETEST GE	POSTTEST GE	GAIN	PREDICTED SCORE	OVER/UNDER ACTUAL	SIGNIFICANCE
1989 ELEMENTARY 6TH GRADERS - LOW READING - 1988-89	6	.	.	.	.	.	.	
	7	96	5.9	6.4	0.5	6.6	-.2	-
	8	1	5.2	6.2	1.0	6.1	0.1	*
1989 ELEMENTARY 6TH GRADERS - MID READING - 1988-89	6	.	.	.	.	.	.	
	7	104	7.0	7.8	0.8	7.8	0.0	=
	8	.	.	.	.	.	.	
1989 ELEMENTARY 6TH GRADERS - MIDDLE MATH - 1988-89	6	.	.	.	.	.	.	
	7	100	7.1	7.8	0.7	7.9	-.1	-
	8	1	5.2	6.2	1.0	6.1	0.1	*
KEALING MAGNET, 1989-90	6	.	.	.	.	.	.	
	7	179	8.4	9.6	1.2	9.5	0.1	+
	8	86	9.0	9.9	0.9	9.8	0.1	=
TITLE VII - DOMINANCE A - E AT MARTIN, 1989-90	6	.	.	.	.	.	.	
	7	9	6.1	6.5	0.4	6.8	-.3	*
	8	5	5.4	6.7	1.3	6.3	0.4	*
TITLE VII, DOMINANCE A - B, AT MARTIN, 1989-90	6	.	.	.	.	.	.	
	7	.	.	.	.	.	.	
	8	.	.	.	.	.	.	

ATTACHMENT 5
(Page 23 of 30)

GENESYS CROSS-PROGRAM COMPARISON
SPRING, 1990
TABLE 10C - ACHIEVEMENT INDICATORS
ROSE RESULTS FOR MATH
HIGH SCHOOL PROGRAMS

PROGRAM	GRADE	N	PRETEST GE	POSTTEST GE	GAIN	PREDICTED SCORE	OVER/UNDER ACTUAL	SIGNIFICANCE
JOHNSTON CCP COMPUTER LAB, SPRING, 1989-90	9	7	7.0	7.2	0.3	7.6	-.4	*
	10	3	7.1	9.7	2.6	8.2	1.4	*
	11	1	6.2	7.5	1.3	7.4	0.1	*
	12	1	6.3	7.4	1.1	7.7	-.3	*
JOHNSTON CCP COMPUTER LAB FALL, 1989-90	9	4	7.6	7.6	0.0	8.6	-.1	*
	10	3	7.2	9.1	2.0	8.3	0.8	*
	11	2	8.1	9.4	1.3	8.9	0.5	*
	12	1	6.3	7.4	1.1	7.7	-.3	*
LIBERAL ARTS ACADEMY AT JOHNSTON, 1989-90	9	63	9.5	12.6	3.0	12.2	0.4	=
	10	55	13.5	14.3	0.9	14.5	-.1	=
	11	.	.	.	.	.	.	
	12	.	.	.	.	.	.	
NATIONAL SCIENCE FOUNDATION, 1989-90	9	175	10.2	14.4	4.1	13.6	0.8	+
	10	130	14.3	15.7	1.4	15.3	0.4	+
	11	113	16.0	16.7	0.7	16.2	0.4	+
	12	81	17.0	17.3	0.3	16.5	0.6	+
PEAK, SPRING, 1990	9	13	8.1	8.1	0.0	9.4	-.1	*
	10	7	8.4	9.1	0.7	9.6	-.5	*
	11	.	.	.	.	.	.	
	12	.	.	.	.	.	.	
SERVED LEP STUDENTS, 1989-90, GRADES 9-12	9	17	6.7	7.8	1.1	7.3	0.5	*
	10	10	7.4	7.8	0.4	8.5	-.7	*
	11	7	9.5	9.7	0.2	10.3	-.6	*
	12	8	13.4	12.9	-0.5	13.1	-.2	*
TITLE VII, DOMINANCE A - E, OTHER HIGH SCHOOLS	9	11	6.4	7.5	1.0	6.9	0.6	*
	10	6	7.1	7.9	0.8	8.3	-.4	*
	11	3	8.5	9.2	0.7	9.5	-.3	*
	12	.	.	.	.	.	.	
TITLE VII, DOMINANCE A - E, TRAVIS, JOHNSTON	9	5	6.9	7.8	0.9	7.6	0.2	*
	10	3	7.8	7.9	0.1	9.0	-.1	*
	11	4	10.3	10.1	-0.2	10.9	-.8	*
	12	8	13.4	12.9	-0.5	13.1	-.2	*
TITLE VII, DOMINANCE A -B, AT TRAVIS, JOHNSTON 89-90	9	.	.	.	.	.	.	
	10	.	.	.	.	.	.	
	11	.	.	.	.	.	.	
	12	.	.	.	.	.	.	

07/10/90

GENESYS CROSS-PROGRAM COMPARISON
SPRING, 1990
TABLE 11A - ACHIEVEMENT INDICATORS
PERCENT MASTERING TEXAS EDUCATIONAL ASSESSMENT OF MINIMUM SKILLS (TEAMS)
MATHEMATICS

						GRADE					
PROGRAM	GRADE LEVELS	3		5		7		9		11	
		N	%	N	%	N	%	N	%	N	%
TEACH AND REACH, MATH SERVED, 1989-90	K-5	181	83	148	77	.	.	.	.	.	.
TEACH AND REACH, READING SERVED, 1989-90	K-5	80	80	80	71	.	.	.	.	.	.
TEACH AND REACH, 1989-90	K-5	193	83	148	77	.	.	.	.	.	.
BILINGUAL LEP STUDENTS WITH DOMINANCES C - E, 89-90	K-6	42	76	30	77	.	.	.	.	.	.
ESL LEP STUDENTS WITH DOMINANCES C - E, 1989-90	K-6	42	74	30	60	.	.	.	.	.	.
LAMP LEP STUDENTS WITH DOMINANCES C - E, 1989-90	K-6	19	74	12	67	.	.	.	.	.	.
SERVED LEP STUDENTS, 1989-90, GRADES K-6	K-6	367	84	163	73	.	.	.	.	.	.
ELEMENTARY 6TH GRADERS IN 89-90, HIGH MATH	6	.	.	.	.	.	.	.	.	.	.
ELEMENTARY 6TH GRADERS IN 89-90, HIGH READING	6	.	.	.	.	.	.	.	.	.	.
ELEMENTARY 6TH GRADERS IN 89-90, LOW MATH	6	.	.	.	.	.	.	.	.	.	.
ELEMENTARY 6TH GRADERS IN 89-90, LOW READING	6	.	.	.	.	.	.	.	.	.	.
ELEMENTARY 6TH GRADERS IN 89-90, MIDDLE MATH	6	.	.	.	.	.	.	.	.	.	.
ELEMENTARY 6TH GRADERS IN 89-90, MIDDLE READING	6	.	.	.	.	.	.	.	.	.	.
MIDDLE SCHOOL 6TH GRADERS IN 89-90, HIGH MATH	6	.	.	.	.	.	.	.	.	.	.
MIDDLE SCHOOL 6TH GRADERS IN 89-90, HIGH READING	6	.	.	.	.	.	.	.	.	.	.
MIDDLE SCHOOL 6TH GRADERS IN 89-90, LOW MATH	6	.	.	.	.	.	.	.	.	.	.
MIDDLE SCHOOL 6TH GRADERS IN 89-90, LOW READING	6	.	.	.	.	.	.	.	.	.	.
MIDDLE SCHOOL 6TH GRADERS IN 89-90, MIDDLE MATH	6	.	.	.	.	.	.	.	.	.	.
MIDDLE SCHOOL 6TH GRADERS IN 89-90, MIDDLE READING	6	.	.	.	.	.	.	.	.	.	.
'88 ELEMENTARY 6TH GRADERS - MID READING - 88-89	6-8	.	.	.	.	1	100	.	.	.	.
'88 MIDDLE SCHOOL 6TH GRADERS - HIGH MATH - 88-89	6-8	.	.	.	.	5	80	1	100	.	.
'88 MIDDLE SCHOOL 6TH GRADERS - HIGH READING - 88-89	6-8	.	.	.	.	4	100	.	.	.	.
'88 MIDDLE SCHOOL 6TH GRADERS - LOW MATH - 88-89	6-8	.	.	.	.	64	59	8	0	.	.
'88 MIDDLE SCHOOL 6TH GRADERS - LOW READING - 88-89	6-8	.	.	.	.	59	59	13	23	.	.
'88 MIDDLE SCHOOL 6TH GRADERS - MID READING - 88-89	6-8	.	.	.	.	20	80	1	100	.	.
'88 MIDDLE SCHOOL 6TH GRADERS - MIDDLE MATH - 88-89	6-8	.	.	.	.	16	88	5	60	.	.
'89 MIDDLE SCHOOL 6TH GRADERS - HIGH READING - 88-89	6-8	.	.	.	.	713	99	.	.	.	.
'89 MIDDLE SCHOOL 6TH GRADERS - LOW MATH - 88-89	6-8	.	.	.	.	700	74	.	.	.	.
'89 MIDDLE SCHOOL 6TH GRADERS - LOW READING - 88-89	6-8	.	.	.	.	646	77	.	.	.	.
'89 MIDDLE SCHOOL 6TH GRADERS - MID READING - 88-89	6-8	.	.	.	.	804	94	.	.	.	.
'89 MIDDLE SCHOOL 6TH GRADERS - MIDDLE MATH - 88-89	6-8	.	.	.	.	737	98	.	.	.	.
SERVED LEP STUDENTS, 1989-90, GRADES 6-8	6-8	.	.	.	.	80	65	.	.	.	.
TITLE VII, DOMINANCE A - E AT OTHER SCHOOLS, 1989-90	6-8	.	.	.	.	61	66	.	.	.	.
1988 ELEMENTARY 6TH GRADERS - HIGH MATH - 1988-89	6-8	.	.	.	.	1	100	.	.	.	.
1988 ELEMENTARY 6TH GRADERS - HIGH READING - 1988-89	6-8	.	.	.	.	1	100	.	.	.	.
1988 ELEMENTARY 6TH GRADERS - LOW MATH - 1988-89	6-8	.	.	.	.	5	60	.	.	.	.
1988 ELEMENTARY 6TH GRADERS - LOW READING - 1988-89	6-8	.	.	.	.	7	57	.	.	.	.
1988 ELEMENTARY 6TH GRADERS - MIDDLE MATH - 1988-89	6-8	.	.	.	.	3	67	.	.	.	.
1989 ELEMENTARY 6TH GRADERS - HIGH MATH - 1988-89	6-8	.	.	.	.	184	100	.	.	.	.
1989 ELEMENTARY 6TH GRADERS - HIGH READING - 1988-89	6-8	.	.	.	.	186	99	.	.	.	.
1989 ELEMENTARY 6TH GRADERS - LOW MATH - 1988-89	6-8	.	.	.	.	104	71	.	.	.	.
1989 ELEMENTARY 6TH GRADERS - LOW READING - 1988-89	6-8	.	.	.	.	96	72	.	.	.	.
1989 ELEMENTARY 6TH GRADERS - MID READING - 1988-89	6-8	.	.	.	.	111	95	.	.	.	.
1989 ELEMENTARY 6TH GRADERS - MIDDLE MATH - 1988-89	6-8	.	.	.	.	105	97	.	.	.	.
KEALING MAGNET, 1989-90	7-8	.	.	.	.	211	100	.	.	.	.
TITLE VII - DOMINANCE A - E AT MARTIN, 1989-90	7-8	.	.	.	.	7	14	.	.	.	.
TITLE VII, DOMINANCE A - B, AT MARTIN, 1989-90	7-8	.	.	.	.	6	17	.	.	.	.
PREGNANCY, EDUCATION, AND PARENTING (PEP), 1989-90	8-9	.	.	.	.	.	.	9	33	.	.
JOHNSTON CCP COMPUTER LAB, SPRING, 1989-90	9-11	.	.	.	.	.	.	15	33	1	0
JOHNSTON CCP COMPUTER LAB FALL, 1989-90	9-12	.	.	.	.	.	.	9	44	4	75

ATTACHMENT 5
(Page 25 of 30)

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GENESYS CROSS-PROGRAM COMPARISON
SPRING, 1990
TABLE 11A - ACHIEVEMENT INDICATORS
PERCENT MASTERING TEXAS EDUCATIONAL ASSESSMENT OF MINIMUM SKILLS (TEAMS)
MATHEMATICS

PROGRAM	GRADE LEVELS	GRADE 3 N	GRADE 3 %	GRADE 5 N	GRADE 5 %	GRADE 7 N	GRADE 7 %	GRADE 9 N	GRADE 9 %	GRADE 11 N	GRADE 11 %
LIBERAL ARTS ACADEMY AT JOHNSTON, 1989-90	9-12	.	.	.	.	.	.	78	97	.	.
NATIONAL SCIENCE FOUNDATION, 1989-90	9-12	.	.	.	.	.	.	198	98	116	100
PEAK, SPRING, 1990	9-12	.	.	.	.	.	.	47	51	.	.
SERVED LEP STUDENTS, 1989-90, GRADES 9-12	9-12	.	.	.	.	.	.	86	45	53	72
TITLE VII, DOMINANCE A - E, OTHER HIGH SCHOOLS	9-12	.	.	.	.	.	.	56	36	16	63
TITLE VII, DOMINANCE A - E, TRAVIS, JOHNSTON	9-12	.	.	.	.	.	.	20	50	29	72
TITLE VII, DOMINANCE A -B, AT TRAVIS, JOHNSTON 89-90	9-12	.	.	.	.	.	.	12	58	12	58

GENESYS CROSS-PROGRAM COMPARISON
SPRING, 1990
TABLE 11B - ACHIEVEMENT INDICATORS
PERCENT MASTERING TEXAS EDUCATIONAL ASSESSMENT OF MINIMUM SKILLS (TEAMS)
READING/LANGUAGE ARTS

PROGRAM	GRADE LEVELS	GRADE 3		5		7		9		11	
		N	%	N	%	N	%	N	%	N	%
TEACH AND REACH, MATH SERVED, 1989-90	K-5	177	76	148	77	.	.	.	.	.	.
TEACH AND REACH, READING SERVED, 1989-90	K-5	78	79	80	76	.	.	.	.	.	.
TEACH AND REACH, 1989-90	K-5	189	76	148	77	.	.	.	.	.	.
BILINGUAL LEP STUDENTS WITH DOMINANCES C - E, 89-90	K-6	40	58	29	52	.	.	.	.	.	.
ESL LEP STUDENTS WITH DOMINANCES C - E, 1989-90	K-6	42	57	30	43	.	.	.	.	.	.
LAMP LEP STUDENTS WITH DOMINANCES C - E, 1989-90	K-6	19	74	12	33	.	.	.	.	.	.
SERVED LEP STUDENTS, 1989-90, GRADES K-6	K-6	365	73	162	50	.	.	.	.	.	.
ELEMENTARY 6TH GRADERS IN 89-90, HIGH MATH	6	.	.	.	.	.	.	.	.	.	.
ELEMENTARY 6TH GRADERS IN 89-90, HIGH READING	6	.	.	.	.	.	.	.	.	.	.
ELEMENTARY 6TH GRADERS IN 89-90, LOW MATH	6	.	.	.	.	.	.	.	.	.	.
ELEMENTARY 6TH GRADERS IN 89-90, LOW READING	6	.	.	.	.	.	.	.	.	.	.
ELEMENTARY 6TH GRADERS IN 89-90, MIDDLE MATH	6	.	.	.	.	.	.	.	.	.	.
ELEMENTARY 6TH GRADERS IN 89-90, MIDDLE READING	6	.	.	.	.	.	.	.	.	.	.
MIDDLE SCHOOL 6TH GRADERS IN 89-90, HIGH MATH	6	.	.	.	.	.	.	.	.	.	.
MIDDLE SCHOOL 6TH GRADERS IN 89-90, HIGH READING	6	.	.	.	.	.	.	.	.	.	.
MIDDLE SCHOOL 6TH GRADERS IN 89-90, LOW MATH	6	.	.	.	.	.	.	.	.	.	.
MIDDLE SCHOOL 6TH GRADERS IN 89-90, LOW READING	6	.	.	.	.	.	.	.	.	.	.
MIDDLE SCHOOL 6TH GRADERS IN 89-90, MIDDLE MATH	6	.	.	.	.	.	.	.	.	.	.
MIDDLE SCHOOL 6TH GRADERS IN 89-90, MIDDLE READING	6	.	.	.	.	.	.	.	.	.	.
'88 ELEMENTARY 6TH GRADERS - MID READING - 88-89	6-8	.	.	.	.	1	100	.	.	.	.
'88 MIDDLE SCHOOL 6TH GRADERS - HIGH MATH - 88-89	6-8	.	.	.	.	4	100	1	100	.	.
'88 MIDDLE SCHOOL 6TH GRADERS - HIGH READING - 88-89	6-8	.	.	.	.	4	100	.	.	.	.
'88 MIDDLE SCHOOL 6TH GRADERS - LOW MATH - 88-89	6-8	.	.	.	.	62	60	8	25	.	.
'88 MIDDLE SCHOOL 6TH GRADERS - LOW READING - 88-89	6-8	.	.	.	.	56	54	12	50	.	.
'88 MIDDLE SCHOOL 6TH GRADERS - MID READING - 88-89	6-8	.	.	.	.	20	85	1	100	.	.
'88 MIDDLE SCHOOL 6TH GRADERS - MIDDLE MATH - 88-89	6-8	.	.	.	.	16	75	4	100	.	.
'89 MIDDLE SCHOOL 6TH GRADERS - HIGH READING - 88-89	6-8	.	.	.	.	711	99	.	.	.	.
'89 MIDDLE SCHOOL 6TH GRADERS - LOW MATH - 88-89	6-8	.	.	.	.	696	76	.	.	.	.
'89 MIDDLE SCHOOL 6TH GRADERS - LOW READING - 88-89	6-8	.	.	.	.	641	73	.	.	.	.
'89 MIDDLE SCHOOL 6TH GRADERS - MID READING - 88-89	6-8	.	.	.	.	804	95	.	.	.	.
'89 MIDDLE SCHOOL 6TH GRADERS - MIDDLE MATH - 88-89	6-8	.	.	.	.	738	95	.	.	.	.
SERVED LEP STUDENTS, 1989-90, GRADES 6-8	6-8	.	.	.	.	78	47	.	.	.	.
TITLE VII, DOMINANCE A - E AT OTHER SCHOOLS, 1989-90	6-8	.	.	.	.	59	51	.	.	.	.
1988 ELEMENTARY 6TH GRADERS - HIGH MATH - 1988-89	6-8	.	.	.	.	1	100	.	.	.	.
1988 ELEMENTARY 6TH GRADERS - HIGH READING - 1988-89	6-8	.	.	.	.	1	100	.	.	.	.
1988 ELEMENTARY 6TH GRADERS - LOW MATH - 1988-89	6-8	.	.	.	.	4	75	.	.	.	.
1988 ELEMENTARY 6TH GRADERS - LOW READING - 1988-89	6-8	.	.	.	.	6	67	.	.	.	.
1988 ELEMENTARY 6TH GRADERS - MIDDLE MATH - 1988-89	6-8	.	.	.	.	3	67	.	.	.	.
1989 ELEMENTARY 6TH GRADERS - HIGH MATH - 1988-89	6-8	.	.	.	.	185	100	.	.	.	.
1989 ELEMENTARY 6TH GRADERS - HIGH READING - 1988-89	6-8	.	.	.	.	186	100	.	.	.	.
1989 ELEMENTARY 6TH GRADERS - LOW MATH - 1988-89	6-8	.	.	.	.	105	68	.	.	.	.
1989 ELEMENTARY 6TH GRADERS - LOW READING - 1988-89	6-8	.	.	.	.	97	63	.	.	.	.
1989 ELEMENTARY 6TH GRADERS - MID READING - 1988-89	6-8	.	.	.	.	110	96	.	.	.	.
1989 ELEMENTARY 6TH GRADERS - MIDDLE MATH - 1988-89	6-8	.	.	.	.	104	94	.	.	.	.
KEALING MAGNET, 1989-90	7-8	.	.	.	.	211	100	.	.	.	.
TITLE VII - DOMINANCE A - E AT MARTIN, 1989-90	7-8	.	.	.	.	7	0	.	.	.	.
TITLE VII, DOMINANCE A - B, AT MARTIN, 1989-90	7-8	.	.	.	.	6	0	.	.	.	.
PREGNANCY, EDUCATION, AND PARENTING (PEP), 1989-90	8-9	.	.	.	.	.	.	9	44	.	.
JOHNSTON CCP COMPUTER LAB, SPRING, 1989-90	9-11	.	.	.	.	.	.	15	53	1	100
JOHNSTON CCP COMPUTER LAB FALL, 1989-90	9-12	.	.	.	.	.	.	9	56	4	75

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GENESYS CROSS-PROGRAM COMPARISON
SPRING, 1990
TABLE 11B - ACHIEVEMENT INDICATORS
PERCENT MASTERING TEXAS EDUCATIONAL ASSESSMENT OF MINIMUM SKILLS (TEAMS)
READING/LANGUAGE ARTS

PROGRAM	GRADE LEVELS	GRADE 3		GRADE 5		GRADE 7		GRADE 9		GRADE 11	
		N	%	N	%	N	%	N	%	N	%
LIBERAL ARTS ACADEMY AT JOHNSTON, 1989-90	9-12	.	.	.	.	.	.	78	100	.	.
NATIONAL SCIENCE FOUNDATION, 1989-90	9-12	.	.	.	.	.	.	197	100	115	100
PEAK, SPRING, 1990	9-12	.	.	.	.	.	.	42	57	.	.
SERVED LEP STUDENTS, 1989-90, GRADES 9-12	9-12	.	.	.	.	.	.	87	39	54	50
TITLE VII, DOMINANCE A - E, OTHER HIGH SCHOOLS	9-12	.	.	.	.	.	.	58	34	16	56
TITLE VII, DOMINANCE A - E, TRAVIS, JOHNSTON	9-12	.	.	.	.	.	.	20	40	30	50
TITLE VII, DOMINANCE A -B, AT TRAVIS, JOHNSTON 89-90	9-12	.	.	.	.	.	.	12	25	13	31

07/10/90

GENESYS CROSS-PROGRAM COMPARISON
SPRING, 1990
TABLE 11C - ACHIEVEMENT INDICATORS
PERCENT MASTERING TEXAS EDUCATIONAL ASSESSMENT OF MINIMUM SKILLS (TEAMS)
WRITING

PROGRAM	GRADE LEVELS	GRADE							
		3		5		7		9	
		N	%	N	%	N	%	N	%
TEACH AND REACH, MATH SERVED, 1989-90	K-5	170	85	144	74	.	.	.	.
TEACH AND REACH, READING SERVED, 1989-90	K-5	76	82	77	70	.	.	.	.
TEACH AND REACH, 1989-90	K-5	181	85	144	74	.	.	.	.
BILINGUAL LEP STUDENTS WITH DOMINANCES C - E, 89-90	K-6	40	68	29	45	.	.	.	.
ESL LEP STUDENTS WITH DOMINANCES C - E, 1989-90	K-6	42	57	30	57	.	.	.	.
LAMP LEP STUDENTS WITH DOMINANCES C - E, 1989-90	K-6	19	84	12	25	.	.	.	.
SERVED LEP STUDENTS, 1989-90, GRADES K-6	K-6	359	74	160	48	.	.	.	.
ELEMENTARY 6TH GRADERS IN 89-90, HIGH MATH	6	.	.	.	.	.	.	.	.
ELEMENTARY 6TH GRADERS IN 89-90, HIGH READING	6	.	.	.	.	.	.	.	.
ELEMENTARY 6TH GRADERS IN 89-90, LOW MATH	6	.	.	.	.	.	.	.	.
ELEMENTARY 6TH GRADERS IN 89-90, LOW READING	6	.	.	.	.	.	.	.	.
ELEMENTARY 6TH GRADERS IN 89-90, MIDDLE MATH	6	.	.	.	.	.	.	.	.
ELEMENTARY 6TH GRADERS IN 89-90, MIDDLE READING	6	.	.	.	.	.	.	.	.
MIDDLE SCHOOL 6TH GRADERS IN 89-90, HIGH MATH	6	.	.	.	.	.	.	.	.
MIDDLE SCHOOL 6TH GRADERS IN 89-90, HIGH READING	6	.	.	.	.	.	.	.	.
MIDDLE SCHOOL 6TH GRADERS IN 89-90, LOW MATH	6	.	.	.	.	.	.	.	.
MIDDLE SCHOOL 6TH GRADERS IN 89-90, LOW READING	6	.	.	.	.	.	.	.	.
MIDDLE SCHOOL 6TH GRADERS IN 89-90, MIDDLE MATH	6	.	.	.	.	.	.	.	.
MIDDLE SCHOOL 6TH GRADERS IN 89-90, MIDDLE READING	6	.	.	.	.	.	.	.	.
'88 ELEMENTARY 6TH GRADERS - MID READING - 88-89	6-8	.	.	.	.	1	100	.	.
'88 MIDDLE SCHOOL 6TH GRADERS - HIGH MATH - 88-89	6-8	.	.	.	.	4	100	1	0
'88 MIDDLE SCHOOL 6TH GRADERS - HIGH READING - 88-89	6-8	.	.	.	.	3	100	.	.
'88 MIDDLE SCHOOL 6TH GRADERS - LOW MATH - 88-89	6-8	.	.	.	.	58	62	7	14
'88 MIDDLE SCHOOL 6TH GRADERS - LOW READING - 88-89	6-8	.	.	.	.	56	57	12	33
'88 MIDDLE SCHOOL 6TH GRADERS - MID READING - 88-89	6-8	.	.	.	.	20	85	1	0
'88 MIDDLE SCHOOL 6TH GRADERS - MIDDLE MATH - 88-89	6-8	.	.	.	.	16	75	5	60
'89 MIDDLE SCHOOL 6TH GRADERS - HIGH READING - 88-89	6-8	.	.	.	.	700	97	.	.
'89 MIDDLE SCHOOL 6TH GRADERS - LOW MATH - 88-89	6-8	.	.	.	.	671	68	.	.
'89 MIDDLE SCHOOL 6TH GRADERS - LOW READING - 88-89	6-8	.	.	.	.	622	67	.	.
'89 MIDDLE SCHOOL 6TH GRADERS - MID READING - 88-89	6-8	.	.	.	.	786	89	.	.
'89 MIDDLE SCHOOL 6TH GRADERS - MIDDLE MATH - 88-89	6-8	.	.	.	.	721	89	.	.
SERVED LEP STUDENTS, 1989-90, GRADES 6-8	6-8	.	.	.	.	73	30	.	.
TITLE VII, DOMINANCE A - E AT OTHER SCHOOLS, 1989-90	6-8	.	.	.	.	55	35	.	.
1988 ELEMENTARY 6TH GRADERS - HIGH MATH - 1988-89	6-8	.	.	.	.	1	100	.	.
1988 ELEMENTARY 6TH GRADERS - HIGH READING - 1988-89	6-8	.	.	.	.	1	100	.	.
1988 ELEMENTARY 6TH GRADERS - LOW MATH - 1988-89	6-8	.	.	.	.	6	100	.	.
1988 ELEMENTARY 6TH GRADERS - LOW READING - 1988-89	6-8	.	.	.	.	8	88	.	.
1988 ELEMENTARY 6TH GRADERS - MIDDLE MATH - 1988-89	6-8	.	.	.	.	3	67	.	.
1989 ELEMENTARY 6TH GRADERS - HIGH MATH - 1988-89	6-8	.	.	.	.	182	98	.	.
1989 ELEMENTARY 6TH GRADERS - HIGH READING - 1988-89	6-8	.	.	.	.	182	98	.	.
1989 ELEMENTARY 6TH GRADERS - LOW MATH - 1988-89	6-8	.	.	.	.	101	70	.	.
1989 ELEMENTARY 6TH GRADERS - LOW READING - 1988-89	6-8	.	.	.	.	92	70	.	.
1989 ELEMENTARY 6TH GRADERS - MID READING - 1988-89	6-8	.	.	.	.	109	89	.	.
1989 ELEMENTARY 6TH GRADERS - MIDDLE MATH - 1988-89	6-8	.	.	.	.	101	88	.	.
KEALING MAGNET, 1989-90	7-8	.	.	.	.	204	100	.	.
TITLE VII - DOMINANCE A - E AT MARTIN, 1989-90	7-8	.	.	.	.	7	0	.	.
TITLE VII, DOMINANCE A - B, AT MARTIN, 1989-90	7-8	.	.	.	.	6	0	.	.
PREGNANCY, EDUCATION, AND PARENTING (PEP), 1989-90	8-9	.	.	.	.	.	.	8	13
JOHNSTON CCP COMPUTER LAB, SPRING, 1989-90	9-11	.	.	.	.	.	.	14	43
JOHNSTON CCP COMPUTER LAB FALL, 1989-90	9-12	.	.	.	.	.	.	8	38

ATTACHMENT 5
(Page 29 of 30)

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GENESYS CROSS-PROGRAM COMPARISON
SPRING, 1990
TABLE 11C - ACHIEVEMENT INDICATORS
PERCENT MASTERING TEXAS EDUCATIONAL ASSESSMENT OF MINIMUM SKILLS (TEAMS)
WRITING

PROGRAM	GRADE LEVELS	GRADE 3 N	3 %	5 N	5 %	7 N	7 %	9 N	9 %
LIBERAL ARTS ACADEMY AT JOHNSTON, 1989-90	9-12	.	.	.	.	.	.	75	97
NATIONAL SCIENCE FOUNDATION, 1989-90	9-12	.	.	.	.	.	.	197	87
PEAK, SPRING, 1990	9-12	.	.	.	.	.	.	41	39
SERVED LEP STUDENTS, 1989-90, GRADES 9-12	9-12	.	.	.	.	.	.	88	15
TITLE VII, DOMINANCE A - E, OTHER HIGH SCHOOLS	9-12	.	.	.	.	.	.	58	16
TITLE VII, DOMINANCE A - E, TRAVIS, JOHNSTON	9-12	.	.	.	.	.	.	19	0
TITLE VII, DOMINANCE A -B, AT TRAVIS, JOHNSTON 89-90	9-12	.	.	.	.	.	.	12	0

ATTACHMENT 5
(Page 30 of 30)

ATTACHMENT 6
(Page 1 of 2)

GENESYS CROSSTABS
(Available on Request)

GRADE

--Sex by Grade
--Ethnicity by Grade
--Low Income by Grade
--LEP by Grade
--Overage for Grade by Grade
--Special Education by Grade
--Gifted/Talented by Grade
--Disciplined by Grade
--Drop Status by Grade
--Retained by Grade

ETHNICITY

--Sex by Ethnicity
--Grade by Ethnicity
--Low Income by Ethnicity
--LEP by Ethnicity
--Overage for Grade by Ethnicity
--Special Education by Ethnicity
--Gifted/Talented by Ethnicity
--Disciplined by Ethnicity
--Drop Status by Ethnicity
--Retained by Ethnicity
--TEAMS Reading Mastery by Ethnicity
--TEAMS Math Mastery by Ethnicity
--TEAMS Writing Mastery by Ethnicity

DROP STATUS

--Sex by Drop Status
--Ethnicity by Drop Status
--Low Income by Drop Status
--LEP by Drop Status
--Overage for Grade by Drop Status
--Special Education by Drop Status
--Gifted/Talented by Drop Status
--Disciplined by Drop Status
--Retained by Drop Status
--TEAMS Reading Mastery by Drop Status
--TEAMS Math Mastery by Drop Status
--TEAMS Writing Mastery by Drop Status

RETAINED

--Sex by Retained
--Ethnicity by Retained
--Low Income by Retained
--LEP by Retained
--Overage for Grade by Retained
--Special Education by Retained
--Gifted/Talented by Retained
--Disciplined by Retained
--TEAMS Reading Mastery by Retained
--TEAMS Math Mastery by Retained
--TEAMS Writing Mastery by Retained

--Sex by TEAMS Reading Mastery	TEAMS READING MASTERY
--Ethnicity by TEAMS Reading Mastery	
--Low Income by TEAMS Reading Mastery	
--LEP by TEAMS Reading Mastery	
--Overage for Grade by TEAMS Reading Mastery	
--Special Education by TEAMS Reading Mastery	
--Gifted/Talented by TEAMS Reading Mastery	
--Disciplined by TEAMS Reading Mastery	
--Retained by TEAMS Reading Mastery	
--Sex by TEAMS Math Mastery	TEAMS MATH MASTERY
--Ethnicity by TEAMS Math Mastery	
--Low Income by TEAMS Math Mastery	
--LEP by TEAMS Math Mastery	
--Overage for Grade by TEAMS Math Mastery	
--Special Education by TEAMS Math Mastery	
--Gifted/Talented by TEAMS Math Mastery	
--Disciplined by TEAMS Math Mastery	
--Retained by TEAMS Math Mastery	
--Sex by TEAMS Writing Mastery	TEAMS WRITING MASTERY
--Ethnicity by TEAMS Writing Mastery	
--Low Income by TEAMS Writing Mastery	
--LEP by TEAMS Writing Mastery	
--Overage for Grade by TEAMS Writing Mastery	
--Special Education by TEAMS Writing Mastery	
--Gifted/Talented by TEAMS Writing Mastery	
--Disciplined by TEAMS Writing Mastery	
--Retained by TEAMS Writing Mastery	

GENESYS

Requirements for GENESYS Data Files

- Data files should contain the student ID numbers of the students in the group.

- There should be one ID per line beginning in column 1. There is no limit on the number of students who may be in a group, but because of the computer running time that GENESYS requires, groups must contain a minimum of 25 students.

- Groups must be defined as either elementary, middle/junior high school, or high school, and each file must contain the ID numbers only for students within one of these divisions. If you have a group whose grade levels span these divisions, you will need to separate the group into the appropriate grade spans; i.e., you will need separate files. For example, if you have a group with students in grades 7-12, you will need to create two files, one with the ID's for students in grades 7-8, and a second with the ID's for students in grades 9-12.

- The ID's on data files should be checked to eliminate bad ID's and duplicate ID's. Veda has written a program to use for this purpose: DW$CMPAR (ORWSAS).

- Data files should be given eight-character names beginning with GE@, e.g., GE@GRADH for high school students served by Project GRAD. Data files should be placed in ORSSAS.

- Give your group/program a name not to exceed 52 characters. This name will appear as a title on the Executive Summary and on the Evaluation Summary. Try to include the full name of the program rather than an abbreviation, and include the year, e.g., TEACH AND REACH, 1989-90. If you are following a group that was constituted prior to this year, use a title which makes clear which year refers to the group and which is the year the analysis was done, e.g., SPR '89 TRANSITIONAL ACADEMIC PROGRAM, IN 1980-90.

- Specify which grade levels the students in your group/program are in. The grade levels you indicate will appear as a second title under the name of the program on the Executive Summary. For the sake of clarity, do not indicate a whole grade span if students are only in one grade. For example, only students in grade 9 are served in the Transitional Academic Program. The title should read GRADE 9, rather than GRADES 9-12.

Types of Data Files

The GENESYS file sheet lists three different types of data files:

- Cumulative,
- Point in time, and
- Point in time with service conditions.

On a cumulative file, every student served by the program at any time during the year, whether the student is currently served, is currently inactive, or even has left the program or the District, is entered.

The point-in-time file includes all the students being served at a particular point in time, without regard for students who were formerly served or for the length of service to students at the time the file is built or in the future.

The point-in-time with service conditions file contains students served at a particular point in time but places conditions on which students are included based, for example, on the students' length of service. It may be desirable, under this condition, to "capture" on the file only those students who have received services for at least some minimum length of time--arguably the most "stable" students or the students on whom the program's intervention has had a chance to take effect. Besides length of service, another condition which might be imposed is that students be active on the Student Master File.

It does not matter to GENESYS what sort of file you have,in terms of its processing, but the distinction needs to be taken into account in interpreting the information GENESYS produces.

IDEAS FOR GENESYS ENHANCEMENTS

- Program summary charts similar to the data-by-student report. These charts would compare statistics across multiple programs selected by the user. Districtwide summaries, by grade span, would be included among the programs.
- Numbers and percentages of students for all variables. Only percentages of retainees and dropouts are presently reported.
- More "user-friendly" programming, and brief training for other programmers, so that other programmers and noncomputer programmers can submit their own runs.
- Methods for overcoming slowdowns caused by:
  --Deciding who should be included in data files,
  --Deciding what sources should be used for files, and
  --Difficulty in collecting basic program information.
- A comparison of expected and obtained dropout rates for junior high school and high school programs.
- Additional cross-tabulations of variables (e.g., grade by ethnicity, etc.) available upon request.
- For programs where students may earn eighth- and ninth-grade credits, an evaluation summary showing middle/junior high school and high school credits on the same sheet or on separate sheets with the appropriate labels.
- A staff summary sheet (similar to that in the Annual Performance Report).
- A budget summary based on budget codes (similar to the District's budget book).
- Significance tests with probability levels between groups and between pre- and posttest measures printed.
- Executive summaries with comparisons made between groups in addition to the present comparisons between a single group and District totals.

ATTACHMENT 9
(Page 1 of 3)

GENESYS
GENeric Evaluation SYStem

AUSTIN INDEPENDENT SCHOOL DISTRICT
DEPARTMENT OF MANAGEMENT INFORMATION
OFFICE OF RESEARCH AND EVALUATION

EVALUATION SUMMARY

PROGRAM/GROUP: AISD ELEMENTARY STUDENTS, 1989-90 **PRINT DATE:** 06/28/90

DEMOGRAPHIC INDICATORS

Grade	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
# Students:	1920	5659	6098	5760	5434	5093	4682	712							35724

	Sex		Ethnicity			Low		Overage	Special	Gifted/
	Male	Female	Black	Hispanic	Other	Income	LEP	For Grade	Education	Talented
#	17989	17369	6746	12692	15920	18640	3379	6844	4081	5084
%	51	49	19	36	45	53	9	19	11	14

PROGRESS INDICATORS

Dropouts: N/A **Retainees:** **End of Year:** 1.4% **Beginning of Year:**

		Attendance		Disciplined			Credits		#F's		#No Grades		GPA	
		Fall	Spring	Fall	Spring		Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
89-90	#	33435	33254	70	146	#								
	%	96.2	95.9	0.2	0.4	AVG								
88-89	#	24522	24839	51	123	#								
	%	96.1	94.8	0.1	0.3	AVG								

ACHIEVEMENT INDICATORS

ITBS/TAP MEDIAN PERCENTILES, 1989-90

Grade	1	2	3	4	5	6	7	8	9	10	11	12
Reading Comprehension	47	55	44	47	48	51						
Number of Students	5277	5034	4767	4463	4071	636						
Mathematics Total	54	62	50	48	52	56						
Number of Students	5364	5120	4810	4505	4107	634						
Composite	56	61	54	50	51	54						
Number of Students	5201	4969	4710	4422	4024	629						

ROSE, SPRING 1989 TO SPRING 1990 MEAN GRADE EQUIVALENT

Grade	2	3	4	5	6	7	8	9	10	11	12
READING COMPREHENSION											
Number of Students	3864	3680	3515	3209	533						
1989 Grade Equivalent	2.1	3.2	4.0	4.9	6.1						
1990 Grade Equivalent	3.2	3.9	4.9	5.9	7.1						
Gain	1.1	0.8	1.0	1.0	1.0						
Predicted Score											
Over/Under Actual											
Significance											
MATHEMATICS TOTAL											
Number of Students	3871	3662	3505	3200	533						
1989 Grade Equivalent	2.2	3.3	3.9	4.9	6.2						
1990 Grade Equivalent	3.3	4.0	4.9	6.0	7.2						
Gain	1.1	0.6	1.0	1.1	1.0						
Predicted Score											
Over/Under Actual											
Significance											

TEAMS PERCENT MASTERING

Grade	3	5	7	9	11
Mathematics	91	90			
Number of Students	4959	4175			
Reading/Language Arts	86	86			
Number of Students	4888	4130			
Writing	79	85			
Number of Students	4790	4047			

KEY

* = Number of Students is Too Small for Analysis
+ = Exceeded Predicted Score
' = Achieved Predicted Score
- = Below Predicted Score
AVG= Average

144

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GENESYS

GENeric Evaluation SYStem

AUSTIN INDEPENDENT SCHOOL DISTRICT
DEPARTMENT OF MANAGEMENT INFORMATION
OFFICE OF RESEARCH AND EVALUATION

EVALUATION SUMMARY

PROGRAM/GROUP: AISD MIDDLE/JUNIOR HIGH STUDENTS, 1989-90

PRINT DATE: 06/26/90

DEMOGRAPHIC INDICATORS

Grade	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
# Students:								3798	4274	4120					12192

	Sex		Ethnicity			Low		Overage	Special	Gifted/
	Male	Female	Black	Hispanic	Other	Income	LEP	For Grade	Education	Talented
#	6198	5994	2512	4081	5599	5325	469	3934	1359	3512
%	51	49	21	33	46	44	4	32	11	29

PROGRESS INDICATORS

Dropouts: 3.6% AS OF 3RD 6 WKS **Retainees:** **End of Year:** 7.8% **Beginning of Year:**

		Attendance		Disciplined			Credits		#F's		#No Grades		GPA	
		Fall	Spring	Fall	Spring		Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
89-90	#	12186	12059	785	809	#			11743	11205			11743	11205
	%	94.4	92.7	6.4	6.6	AVG			0.53	0.58			84.2	84.3
88-89	#	10784	10909	349	500	#			6924	6745			6924	6745
	%	95.4	93.9	2.9	4.1	AVG			0.58	0.67			82.9	82.2

ACHIEVEMENT INDICATORS

ITBS/TAP MEDIAN PERCENTILES, 1989-90

Grade	1	2	3	4	5	6	7	8	9	10	11	12
Reading Comprehension						43	47	49				
Number of Students						3291	3705	3558				
Mathematics Total						42	43	43				
Number of Students						3244	3656	3520				
Composite						44	50	50				
Number of Students						3200	3566	3429				

ROSE, SPRING 1989 TO SPRING 1990 MEAN GRADE EQUIVALENT

Grade	2	3	4	5	6	7	8	9	10	11	12
READING COMPREHENSION											
Number of Students					2623	2906	2706				
1989 Grade Equivalent					5.8	6.7	7.8				
1990 Grade Equivalent					6.7	7.9	9.0				
Gain					0.9	1.1	1.2				
Predicted Score					6.6	7.8	9.0				
Over/Under Actual					0.0	0.0	0.0				
Significance					=	=	=				
MATHEMATICS TOTAL											
Number of Students					2594	2872	2683				
1989 Grade Equivalent					5.9	6.9	7.8				
1990 Grade Equivalent					6.8	7.8	8.6				
Gain					0.8	0.9	0.8				
Predicted Score					6.7	7.7	8.6				
Over/Under Actual					0.0	0.0	0.0				
Significance					=	=	=				

TEAMS PERCENT MASTERING

Grade	3	5	7	9	11
Mathematics			87		
Number of Students			3843		
Reading/Language Arts			86		
Number of Students			3837		
Writing			82		
Number of Students			3722		

KEY

- * : Number of Students is Too Small for Analysis
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- - : Below Predicted Score

AVG: Average

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GENESYS
GENeric Evaluation SYStem

AUSTIN INDEPENDENT SCHOOL DISTRICT
DEPARTMENT OF MANAGEMENT INFORMATION
OFFICE OF RESEARCH AND EVALUATION

EVALUATION SUMMARY

PROGRAM/GROUP: AISD SENIOR HIGH STUDENTS, 1989-90

PRINT DATE: 06/26/90

DEMOGRAPHIC INDICATORS

Grade	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
# Students:											5119	3524	3091	3062	14796

	Sex		Ethnicity			Low Income	LEP	Overage For Grade	Special Education	Gifted/ Talented
	Male	Female	Black	Hispanic	Other					
#	7462	7334	3040	4258	7498	3570	402	5504	1403	4412
%	50	50	21	29	51	24	3	37	9	30

PROGRESS INDICATORS

Dropouts: 9.4% AS OF 3RD 6 WKS **Retainees:** **End of Year:** 16.4% **Beginning of Year:**

		Attendance		Disciplined			Credits		#F's		#No Grades		GPA	
		Fall	Spring	Fall	Spring		Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
89-90	#	14755	14315	617	655	#	14709	13639	14709	13639	14709	13639	14632	13531
	%	92.6	90.8	4.2	4.4	AVG	2.4	2.3	0.87	0.89	0.19	0.33	79.5	79.3
88-89	#	13130	13256	481	643	#	10439	10434	10439	10434	10439	10434	10428	10410
	%	94.2	92.0	3.2	4.3	AVG	2.6	2.5	0.73	0.86	0.09	0.12	80.6	79.8

ACHIEVEMENT INDICATORS

ITBS/TAP MEDIAN PERCENTILES, 1989-90

Grade	1	2	3	4	5	6	7	8	9	10	11	12
Reading Comprehension									55	61	62	57
Number of Students									3971	2894	2512	2383
Mathematics Total									46	59	63	57
Number of Students									3990	2908	2519	2400
Composite									57	61	60	51
Number of Students									3694	2741	2366	2218

ROSE, SPRING 1989 TO SPRING 1990 MEAN GRADE EQUIVALENT

Grade	2	3	4	5	6	7	8	9	10	11	12
READING COMPREHENSION											
Number of Students								2843	2255	2006	1935
1989 Grade Equivalent								9.0	11.8	12.9	13.8
1990 Grade Equivalent								11.3	12.9	13.7	14.0
Gain								2.3	1.2	0.8	0.2
Predicted Score								11.0	12.6	13.3	13.6
Over/Under Actual								0.0	0.0	0.0	0.0
Significance								=	=	=	=
MATHEMATICS TOTAL											
Number of Students								2855	2271	2013	1948
1989 Grade Equivalent								8.7	11.6	12.8	13.6
1990 Grade Equivalent								10.8	12.7	13.6	13.6
Gain								2.1	1.1	0.8	0.0
Predicted Score								10.6	12.3	13.1	13.2
Over/Under Actual								0.0	0.0	0.0	0.0
Significance								=	=	=	=

TEAMS PERCENT MASTERING

Grade	3	5	7	9	11
Mathematics				82	85
Number of Students				3948	2614
Reading/Language Arts				84	93(LA)
Number of Students				3930	2605
Writing				57	
Number of Students				3768	

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